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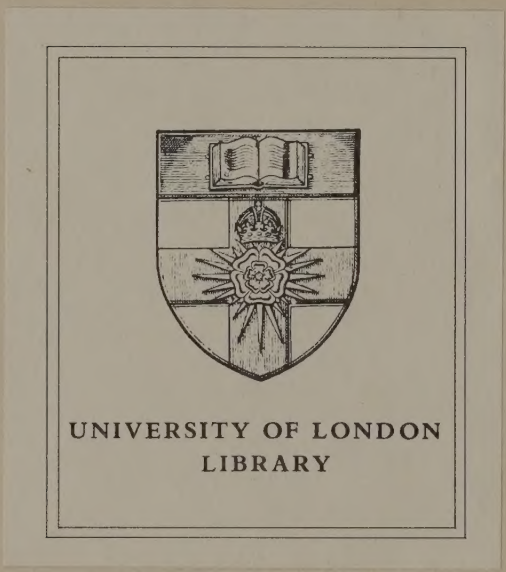

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

FORTY-SEVEN VOLUMES.

—(35.)—

SECONDARY EDUCATION—*continued.*

SESSION 1.—5 *February* 1895——6 *July* 1895.
SESSION 2.—12 *August* 1895——5 *September* 1895.

VOL. XLVIII.

1895.

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

1895.

FORTY-SEVEN VOLUMES:—CONTENTS OF THE

THIRTY-FIFTH VOLUME.

N.B.—*THE* Figures *at the* beginning of the line, *correspond with the* N° *at the foot of each* Report; *and the* Figures *at the* end of the line, *refer to the* MS. Paging *of the Volumes arranged for The House of Commons.*

SECONDARY EDUCATION—*continued.*

[c. 7862-v.] Reports of the Assistant Commissioners on the Counties of Bedford, Devon, Lancaster (the Hundreds of Salford and West Derby), Norfolk. Vol. VI. p. 1

[c. 7862-vi.] Reports of the Assistant Commissioners on the Counties of Surrey, Warwick, and Yorkshire, and on certain features of Secondary Education in the United States of America and in Canada. Vol. VII. 439

ROYAL COMMISSION ON SECONDARY EDUCATION.

VOL. VI.

REPORTS

OF THE

ASSISTANT COMMISSIONERS

ON THE

COUNTIES OF BEDFORD, DEVON, LANCASTER (THE HUNDREDS OF SALFORD AND WEST DERBY), NORFOLK.

Presented to Parliament by Command of Her Majesty.

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1895.

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TABLE OF CONTENTS.

INSTRUCTIONS TO ASSISTANT COMMISSIONERS.

INSTRUCTIONS TO LADY ASSISTANT COMMISSIONERS.

		PAGE
MR. R. E. MITCHESON	(Bedfordshire)	1
MR. H. T. GERRANS	(Devonshire)	41
MRS. ARMITAGE	(Devonshire)	85
MR. F. E. KITCHENER	Hundreds of Salford and West Derby in the County Palatine of Lancaster	109
MRS. KITCHENER	Hundreds of Salford and West Derby in the County Palatine of Lancaster	247
MR. A. J. BUTLER	(Norfolk)	387
MR. AND MRS. H. LEE WARNER	(Norfolk)	411

N.B.—A detailed Index will be found at the commencement of each Report.

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ROYAL COMMISSION ON SECONDARY EDUCATION.

Instructions to the Assistant Commissioners appointed to make Inquiries in certain selected Districts in England.

Royal Commission on Secondary Education,
6, Old Palace Yard, S.W.

SIR,

In proceeding to discharge the duty laid upon them of inquiring into and reporting upon the best method of organising Secondary Education in England, having regard to existing deficiencies, Her Majesty's Commissioners have found it necessary to issue several sets of circulars, copies of which are now put into your hands. Of these circulars, one set has been addressed to all Endowed Secondary Schools, in England, while others have been sent to all Secondary Schools of every kind in certain selected districts.

The information, chiefly statistical in its character, which the answers to these circulars are expected to contain, will, however complete in itself, be mainly a representation of facts regarding each particular school, taken separately, and will, in the opinion of the Commissioners, require to be supplemented by an independent view of certain classes of schools, and of their existing relations with each other and with other educational agencies of the same or of a different type.

For this reason, among others, the Commissioners have decided to send Assistant Commissioners into selected districts to make certain inquiries upon the spot. The district assigned to you for this purpose is _____.

Your duty will be to inquire into and report to the Commissioners on the following points, having regard to the education of both boys and girls :—

1. How far there exists in your district an overlapping of the agencies by which Secondary Education is supplied, as between—

   Elementary and Secondary Schools; and

   Secondary Schools and Local Universities, University Colleges, or Technical Institutions;

   and how far Secondary Schools, intended to be of different types or grades, are, in fact, encroaching upon one another's province or otherwise competing with one another; and what have been the results of such overlapping or competition ?

2. The extent to which Secondary Education is in your district now supplied by Proprietary and Private (including Preparatory) Schools, and the effect upon the growth and development of such schools of the existence or state of efficiency of Endowed Schools in the same neighbourhood.
3. What is the actual working and influence of the system of Science and Art grants, particularly in connexion with grants under the Technical Instruction and Local Taxation Acts? (You are not required to procure statistics, as these have already been obtained, but may confine yourself to an examination of the practical effects of the system.)
4. What are the places in which the supply of Secondary Education in your district appears to be most deficient, and in what type or grade of Secondary Education is such deficiency most marked? (You will have special regard to the difficulties arising from sparse population, and want of means of communication; and you will endeavour to obtain and embody in your report a statement of local opinion as to the best method of remedying such deficiencies as are admitted to exist.)
5. What are the causes which have, in some places in your district, led to the decay and inefficiency of Endowed Schools, and what steps can be taken to deal with these causes and restore those schools to efficiency?

You will bear in mind that the main object of the Commission is to propose measures of a practical character for the better organisation of Secondary Education, rather than to frame an exhaustive statement of the existing supply or deficiency of Secondary Schools; and your own judgment will enable you to decide what parts of your district you should select for inquiry into particular points, what schools you should visit, and what other educational agencies you should study, in order to qualify yourself to present an adequate and trustworthy report on the matters referred to you.

While the principal aim of your mission will be to collect facts and ascertain the opinions of those within your district best entitled to speak, the Commissioners do not wish to preclude you from expressing any opinion of your own which your examination of the facts may suggest; nor, though your inquiries should in the main be limited to the points indicated above, would they confine you strictly to those limits, if it should appear to you necessary for the due performance of your work that you should touch concisely on any other cognate educational topic.

The Commissioners consider that your inquiry should be finished within two months, and that you will be able to present your report within a month afterwards.

ROYAL COMMISSION ON SECONDARY EDUCATION.

Instructions to Lady Assistant Commissioners.

It is thought desirable to supplement the inquiries to be made by Assistant Commissioners in the selected districts by some further inquiry on the part of a lady Commissioner, directed to leading points of difference that may exist in the educational organisation required for girls as compared with that required for boys. Special attention is drawn to the following points, information bearing on which is desired :—

1. *Extent and Character of the demand for Secondary Education for Girls.*

(1.) How far have the defects in the education of girls pointed out by the Schools Enquiry Commission of 1864–68 been remedied ?

(2.) How far do girls from elementary schools—

(*a*) demand, and

(*b*) make good use of, such education as is at present provided ?

(3.) In what respects, both of number and kind, is the present supply of secondary schools for girls of all classes deficient ?

(4.) In what respects, if any, does the Secondary Education required by girls from the industrial classes differ from that required by boys from the same classes, and in particular would it be proper—

(*a*) to add a technical side to the ordinary school in each grade, or

(*b*) to supply special schools with a curriculum leading up to the practice of the Home Arts and other feminine industries ?

(5.) In the latter case, would the wants of all social classes be best supplied, or not, in a single institution ?

(6.) How ought a system of technical education for girls to be organised, regard being had to the varying wants of the different social strata—

(*a*) in urban,

(*b*) in rural districts ?

(7.) Is any, and what, distinct provision for scholarships required to meet the special circumstances of girls ?

(8.) In some districts the demand for Secondary Education for girls seems to be much smaller than it is for boys. What are the causes of this smaller demand ? Are they likely to be permanent ?

2. *Relation of Secondary Education to Life-career.*

(1.) What becomes of the girls trained in secondary schools of various grades, and how far do they, their parents, and their teachers have regard to their future career during the educational course ?

(2.) Are there any peculiar difficulties in the adjustment of educational preparation to life-career in the case of girls, and what appear to be the best ways of meeting them.

3. *Educational Organisation.*

(1.) What differences exist between the provision required for girls and that required for boys in—

(a) the regulations of a school, and

(b) the organisation of a system of schools?

(2.) How ought these differences to be met in the case of schools in which boys and girls are taught in the same classes, or schools where they are taught in classes kept distinct?

(3.) How does the mixture of social classes work in girls' schools, especially in small towns and country districts?

(4.) What limit of age, if any, is desirable in schools where boys and girls are taught in the same classes?

(5.) How can the difficulties which arise from the fact that parents often waver between the three views of the object of a girl's education, viz.:—

(α) Marriage,

(β) Preparation for some employment or profession,

(γ) The turning out of a cultivated mind and formed character, be duly met?

(6.) Is the problem, how to enable children to pass through the several stages of education, easier or more difficult in girls' schools than in boys' schools?

4. *Cost of Education.*

(1.) The cost of education for girls being assumed to be less than that for boys, how far is this due to insufficient or inferior equipment of girls' schools, and how far to a lower scale of payment to teachers?

(2.) Are there any facts to show how the smallness of assistant mistresses' salaries affects the quality of the education given?

(3.) Are parents willing to pay as high fees for girls as for boys? If not, how does their willingness in the two cases compare?

(4.) Are local authorities willing to contribute as much per girl as per boy in the distribution of grants?

5. *Competition.*

(1.) How far are girls' high schools suffering from the competition of cheaper schools?

(2.) It is said that in some places such schools have so far improved in the education they give as to make it hopeless for more expensive schools in the same neighbourhood to compete with them. How far is this true?

6. In such places is it the case that girls' schools with high fees *attract parents*, for social reasons?

ROYAL COMMISSION ON SECONDARY EDUCATION.

REPORT

ON

SECONDARY EDUCATION IN THE COUNTY OF BEDFORD;

BY

R. E. MITCHESON, Esq.,

One of the Assistant Commissioners to the Charity Commission.

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TABLE OF CONTENTS.

Par.		Page
1.	Circumstances and scope of inquiry	5
2.	Character, population, and industries of the county	5
3.	Railway system	6
4.	Existing provision of public endowed Secondary Education—	
	(1.) At Bedford	7
	(2.) At Dunstable	7
5.	Absence of endowed schools at Luton	8
6.	Other educational endowments in the county :—	
	(1.) Rand's Charity at Holwell	8
	(2.) Houghton Conquest Grammar School	8
	(3.) Pulford's Charity, Leighton Buzzard	8
	(4.) The Flitwick Charity, Biggleswade	9
	(5.) Small elementary endowments	9
7.	Endowed secondary schools on the borders of adjoining counties	9
8.	The County School	10
9.	Private schools :—	
	(1.) At Bedford	11
	(2.) Boys' schools at Leighton Buzzard and Biggleswade	12
	(3.) Boys' schools at Luton, their scarcity ; small proportion of Luton boys attending secondary schools ; causes of small demand	12
	(4.) Girls' schools at Biggleswade and Dunstable	13
	(5.) Girls' schools at Luton	14
	(6.) Girls schools at Leighton Buzzard	14
10.	Higher grade schools—	
	(1.) At Luton	14
	(2.) At Bedford	15
11.	Continuation classes at Luton and Bedford, and under the county council	16
12.	Administration of technical education funds ; little aid given to secondary schools	16
13.	Budget of Technical Education Committee for 1893	18
14.	Chief gaps in existing provision of Secondary Education :—	
	(1.) Boys' public school at Luton ; possibility of its establishment	19
	(2.) Girls' school at Luton	21
	(3.) Boys' school at Leighton Buzzard	23
	(4.) How far is a girls' school needed in Leighton Buzzard ?	24
	(5.) How far in Dunstable ?	25
	(6.) How far do existing schools at Biggleswade suffice ?	25
15.	The rural districts ; visit to villages north of Bedford ; little demand for higher education ; poor competition for scholarships ; agricultural classes fairly well attended ; small number of boys attending Bedford schools ; needs of this part of the county ; greater demand for Secondary Education in the south	26

Par. Page

16. Overlapping of existing schools:—
(1.) The Grammar and Modern Schools at Bedford - - 28
(2.) The Modern school and a higher elementary school - 29
(3.) The High school and Modern school for girls - - 29
(4.) Private and endowed schools for girls at Bedford - 30
(5.) Preparatory schools and the lower forms at higher schools 30

17. Overlapping of other educational agencies:—
(1.) Relation between the county council and Science and Art Department - - - - - - 32
(2.) Town council and school board at Luton - - - - 32
(3.) Similar bodies at Bedford - - - - - - 33

18. Avoidance by Bedfordshire Technical Education Committee of payment by results - - - - - - 33

19. The religious question in Bedfordshire - - - - 34

20. What need of greater union among educational authorities:—
(1.) Relation of technical education committee to Harpur Governors - - - - - - - 35
(2.) And to Luton Town Council - - - - 36
(3.) Need of a united authority for Luton - - - 36

21. The organisation of private schools - - - - - 37

22. Means of supplying existing deficiencies; difficulty of diverting technical education funds in Bedfordshire from their present objects; local feeling as to rates; how far can secondary schools be self-supporting? can grant to organised science schools be made available? little difficulty in meeting needs of rural districts - - - - - - - - 37

23. Little chance of combination between Bedfordshire and other counties; unique position of the county - - - - - 39

Report on the County of Bedford, by R. E. Mitcheson, Esq., one of the Assistant Commissioners to the Charity Commission.

BEDFORDSHIRE

REPORT OF ASSISTANT COMMISSIONER ON THE CONDITION OF SECONDARY EDUCATION IN THE COUNTY.

SIR,

Circumstances and scope of the inquiry.

1. In connexion with my inspection, for the purposes of the Charity Commission, in June and July last, of educational endowments in this county, regulated by schemes under the Endowed Schools Acts, and in accordance with my instructions pursuant to the Board minute dated 5th June 1894, I have made, with a view to the supply of information asked for by the Royal Commission on Secondary Education, certain supplemental inquiries into the general condition of secondary education in the county; travelling for this purpose to the chief centres of population, Bedford, Dunstable, Luton, Leighton Buzzard, and Biggleswade, as well as to some villages in the more sparsely populated parts of the county, visiting, in addition to the endowed schools, the chief proprietary and private schools, and conferring with a large number of leading persons connected with education in the county, among whom I may mention the chairman, vice-chairman, and other members of the technical education committee of the county council, the secretary of that body, the mayor of Bedford, representatives of the governors of the Harpur Charity at Bedford, the mayor and town clerk of Luton, the chairman and clerk of the Luton School Board, the chairman of the Biggleswade School Board, the chairman of the School Board of Leighton Buzzard. I may add that, in addition to interviews with the secretary of the technical education committee at Bedford, I had the advantage of his company on a day's visit to some of the villages in the sparsely populated district north of Bedford.

Character, population, and industries of the county.

2. Bedfordshire, the smallest but three of English counties, with a scattered population of 160,704, of which the larger part are villagers, about 75,000 being gathered into the five towns of Bedford, Luton, Leighton Buzzard, Biggleswade, and Dunstable, has not a few peculiarities, which give special interest to the problem of the organisation of secondary education within it. It is essentially a rural county, there being no county borough within its limits, and Luton (with 30,000) and

Bedford (with 28,000) being the only towns which rise above a population of 10,000. It contains, apart from agriculture, market-gardening, and brewing, only one staple industry, the straw-hat trade at Luton. Two cottage industries, lacemaking and straw-plaiting, formerly flourished in the county, but of these lace-making has practically died out, and straw-plaiting is fast disappearing as a local craft, being supplanted by the competition of China and Japan as regards the commoner forms of plait, and of Switzerland and Italy as regards the finer and more artistic kinds. I may also notice two small incipient industries, the future of which in the county it is difficult to predict, boot-making, which as a cottage industry is beginning to invade the north-west corner of the county from the neighbouring Rushden in Northamptonshire, and the printing works of Messrs. Waterlow at Dunstable, which are already employing a good many hands. An attempt has recently been made by the Bedfordshire County Council and by the School Board of Luton to revive the straw-plait industry in the county by instructing the elementary teachers, and through them the cottagers and the children at elementary schools, in artistic design, but, although some are hopeful as to the ultimate result, I do not gather that the condition of the trade has been or as yet could have been affected by their efforts. For practical purposes the ancient straw-plait trade of Bedfordshire has passed into the straw-hat trade of Luton, the plait required for this being obtained chiefly from abroad. I should add that Luton is also developing a felt-hat manufacture, which promises in time to rival the straw-hat trade. The sole manufacturing industry of the county being confined to Luton and neighbouring villages in the extreme south, the commercial relations of which are as much with Hertfordshire as with Bedfordshire, Bedfordshire may be regarded for most purposes as an agricultural county, but with this peculiarity—that an unusually large proportion of its agriculture is of the market-gardening type, most of the Biggleswade or eastern side of the county being given over to various forms of market-gardening, of which onion-growing is the most important. The central and north-western portions of the county are occupied with agriculture of the ordinary kind, the district south of Bedford, of which Ampthill may be regarded as the centre, devoted mainly to dairy-farming, being far more flourishing than the northern district, a poor, cold country of small scattered villages, with few resident gentry, few large farmers, and, in the present depressed state of its once prosperous corn trade, with much land unlet. It is noteworthy that Bedford itself has, apart from breweries and agricultural implement works, no manufacturing industry, its educational attractions alone raising it above the level of a market town.

Railway system.

3. The railway system of the county emphasizes strongly the importance of Bedford and Luton, both with a fast and frequent

service to London on the main Midland line. Luton, while superior to Bedford in its nearness to London and in its close connexion, by the Great Northern line, with the northern towns of Hertfordshire, and, through Dunstable and Leighton Buzzard, with the main London and North-western line, is far behind it as regards railway communication in the county itself, Bedford being, both locally and from its railway connexions, a veritable centre for the county, communicating by the main Midland line with Ampthill and Luton on the south and with Sharnbrook on the north, by two branch lines of the Midland and London and North-western Railways with western portions of the county, and by two branch lines of the same two railways with the east and south-east districts. The railway connexions of Luton in the county, apart from the main line to Bedford, are westwards, with Dunstable and Leighton Buzzard only.

Existing provision of public endowed secondary education. (1.) Bedford.

4. Public secondary education in Bedfordshire is practically concentrated in Bedford itself, where the magnificent foundation of Sir William Harpur, with a gross income from endowment of 15,000*l.*, has created a graded system of schools for boys and girls alike, almost unrivalled in the kingdom, comprising, as it does, a grammar school of 630 day boys and 210 boarders, a girls' high school of 425 day scholars and 90 boarders, a boys' modern school of 550 day scholars and 100 boarders, and a girls' modern school of 150 day scholars, besides elementary schools under the same management, educating over 3,000 children more, and connected by scholarships with the higher schools.

Bedford, with its splendid railway facilities, is in fact a real educational centre for the county and even for the adjoining portions of the neighbouring counties of Northampton, Cambridge, and Huntingdon, from all of which boarders and even day scholars are drawn.

(2.) Dunstable.

Dunstable, with its grammar school of about 100 boys, of whom half are boarders, is the only other place in the county which has any public provision of secondary education. Of the day scholars about half come from other towns, 18 from Luton and 4 from Leighton Buzzard, the educational centre for the southern part of the county being thus not the great trading centre of Luton, but an old municipal borough, which is now only the third town in size in this division of the county. Even at Dunstable the public provision of secondary education is of very recent date, the Ashton Grammar School having been established within the last few years by a scheme under the Endowed Schools Acts, dated 12th August 1885, out of an endowment not originally applicable to such purposes. Chew's Foundation School, originally a denominational charity school of the elementary type should, in accordance with the scheme under the Endowed Schools Acts by which it is governed, dated 28th June 1880, be of a secondary (third grade) character, but

in practice, the old headmaster having been retained, it has remained nearly at its former level.

Absence of endowed schools at Luton.

5. The position of Luton illustrates admirably the unsatisfactory nature of a system of secondary education dependent on endowment. The place being of recent and rapid growth, having increased by 6,000 since 1881, finds itself, with a population of 30,000, absolutely without any public provision for secondary education, while its neighbour Dunstable, an ancient but comparatively stagnating town, with a population of 4,513, has two endowments properly so applicable.

It often happens, notably in the case of London and Birmingham endowments, that the endowment itself expands with the growth of the place wherein it is to be applied; the irony of the relation between Dunstable and Luton lies in this, that the main Dunstable endowment, Ashton's Charity, consisting largely of land in Luton, the growth of Luton benefits educationally not Luton but Dunstable.

Other educational endowments in the county.

(1.) Rand's Charity at Holwell.

6. The few remaining educational endowments in Bedfordshire may practically be disregarded for the purposes of this inquiry. Rand's Charity at Holwell is now applicable, under schemes made under the Endowed Schools Acts, dated 1st April 1881 and 3rd May 1888, partly for elementary education in Holwell and elsewhere, partly (to the extent of 100*l.* a year) for the grammar school at Hitchin in Hertfordshire; the governors may also make payments to scholars from public elementary schools in Holwell and some neighbouring places holding foundation scholarships at Hitchin Grammar School, but this power, I understand, has not been exercised.

(2.) Houghton Conquest Grammar School.

The small endowment of 19*l.* a year for a grammar school at Houghton Conquest has come to be applied (as is the case with so many other small grammar school endowments) wholly for the purposes of elementary education.

(3.) Pulford's Charity at Leighton Buzzard.

An educational endowment at Leighton Buzzard, Joshua Pulford's, not subject to the Endowed Schools Acts, as being an elementary school under 100*l.* a year in value and not a grammar school by foundation, is applicable and applied in maintaining a Church of England school, recently made public elementary. This school has hitherto been in social grade slightly above the British schools of the place (now taken over by the school board), containing an unusually large proportion of children of the shopkeeping and smaller professional class, and some French and Latin have been taught to a few scholars. At the present time there are about 25 children of that class in the school, and a minute amount of French and elementary science is still taught. There being now a school board in Leighton Buzzard, regret was expressed to me by some leading persons in the place that this endowment had not been made applicable to secondary education, but by itself the endowment (consisting of 80*l.* a year subject to a debt of 320*l.*, and an elementary

school building, with little or no playground) would clearly be insufficient for the purposes of a secondary school; and it was the opinion of one who may perhaps be described as the leading resident, that the opposition which would be caused by increase in the rates upon the withdrawal of this endowment from elementary education would scarcely be balanced by a compensating advantage.

(4.) The Flitwick Charity at Biggleswade.

The Biggleswade share (two ninths) of the Flitwick Charity, applicable under the founder's will for the elementary education of 12 poor children of Biggleswade in accordance with the doctrines of the Church of England, has hitherto maintained there a school for about 22 boys, of whom 15 were free, the school being, in respect of its paying scholars at 3*l.* a year, of a slightly higher social grade than the other elementary schools of the place, but giving an education scarcely, if at all, higher than elementary, and carried on in hired premises of a very inferior description. After a visit from an Assistant Commissioner from the Charity Commission in April 1892, a scheme was drafted under the Endowed Schools Acts for the conversion of the Biggleswade share of the endowment, about 46*l.* a year, into a fund for exhibitions tenable by boys and girls at any institution of higher or technical education approved by the governors. The draft scheme, though not published, was opposed in the locality; a counter-proposal was made for the application of the share in aid of the National schools of the place, the Flitwick School having by this time been closed, and the question of the future application of this fund is still undecided, the income being meanwhile accumulated.

(5.) Small elementary endowments.

Out of the Eversholt Parochial Charity, and Richards' Charity at Luton, both apparently under section 24 of the Endowed Schools Act, 1869, small payments are made in aid of elementary education in those places.

There are also within the county a good many other small endowments applicable and applied in aid of elementary education and apparently not subject to the Endowed Schools Acts, in regard to which, to the best of my belief, no proposals for an altered application have ever been made, and which, as the law stands at present, it would be extremely difficult to divert to purposes of secondary education, without the consent of the trustees.

Some of these consist merely of school premises, and of the others the aggregate income, so far as I have been able to ascertain, amounts to no more than 325*l.*, the most important of such endowments being Barton-le-Clay School (77*l.*), Henlow School (57*l.*), and Whitehead's Free School at Houghton Regis (59*l.*).

Endowed secondary schools on the borders of

7. In reckoning, however, the provision of public secondary education for the county, the existence of grammar schools on the borders of adjacent counties cannot be overlooked. The

adjoining counties.

most important of these, which to some extent serve Bedfordshire, are :—

In the north-west, Wellingborough Grammar School.

In the north-east, Kimbolton Grammar School.

In the south-west, Berkhampstead Grammar School and Girls' High School.

In the south-east, Hitchin Grammar School.

The number of children from Bedfordshire in actual attendance at these several schools is :—

	Boys.	Girls.
Wellingborough	3 boarders.	——
Kimbolton	1 boarder.	——
"	3 day boys.	——
Berkhampstead :—		
Grammar School	3 boarders.	——
"	3 day boys.	——
Girls' School		2 day scholars.
Hitchin	3 day scholars	——
	16	2

The County School.

8. After the public secondary schools in the county, which I have mentioned, the most important institution for secondary education is the County School, the property of a company, by whom it was established in 1869, when agriculture was in its most flourishing state, with accommodation nominally for 300 boarders, but which I estimate as sufficient, according to modern ideas, for not more than 200. The main idea was to improve the educational status of farmers in Bedfordshire and adjoining counties. The school never filled up, owing partly to the jealousy of existing private schools, partly to the throwing open of the Harpur Schools to children outside Bedford, but there nevertheless were at one time over 150 scholars. The number of scholars at present in the school (including three day scholars) is 104 ; but the school appears to be progressing under its present master, the numbers having increased in the last two or three years from 72. The fee for boarders is 42*l.* 7*s.* 6*d.*, and for day scholars 15*l.*, in which dinner is included. The buildings are handsome and spacious, and comprise a science room, a carpenter's shop, a gymnasium, a chapel, a swimming bath, a dining hall, and ample classrooms. They are surrounded by grounds of over 20 acres, including a playing field 14 acres in extent.

This school, however, though centrally situated, about a mile to the south of Bedford, does not really supply the county of Bedford ; as a boarding school it appears to depend mainly on the personal connexions of the headmaster, and has no county connexion. Only five boarders and the three day scholars belong to Bedfordshire, and of the five boarders two are holders of scholarships of 45*l.* a year from the Bedfordshire County

Council. Until recently a differential fee of 38*l.* was charged in favour of Bedfordshire boys, the ordinary fee being then 40*l.*, but a higher uniform fee has now been established, for what reason I could not ascertain, except that so little advantage was taken of the differential fee.

The school is at present in no sense a local one, except so far as it is recognised by the county council as a centre for its scholarships, and as the home of the Summer College of Agriculture, to which I shall afterwards refer. It is the desire of some members of the technical education committee of the county council that this school should be made more distinctively useful to the farmers of the county. The school was originally intended to have a strong agricultural side, and an exhibition to be awarded for proficiency in the principles of agriculture was established; but the school has gradually ceased to give such special teaching, and the exhibition has not for some time been awarded. The present headmaster is in holy orders, and the education given is mainly of the ordinary literary and commercial type, no special stress being laid on science, although chemistry is regularly taught in an excellent laboratory equipped by the county council.

The close proximity of the school to the Grammar School and Modern School for Boys at Bedford, with their 1,500 scholars, of whom more than 1,000 are day boys, makes it the more desirable that the County School, in face of such strong rivals, should have taken up a line of its own and performed a distinctive function. As it is, the great schools at Bedford, although drawing chiefly from Bedford itself, are far more really county schools than the County School so-called, both the Grammar School and the Modern School receiving a large number of boys from the towns and villages of Bedfordshire—in the case of the Modern School, from which I have exact details, a round hundred. It is, in fact, for this reason that the scarcity of public secondary schools in the county is not more felt than it is.

Private schools (1.) At Bedford.

9. As regards private schools it is noteworthy that the most flourishing are not, as might be expected, at Luton, which lacks other provision, but at Bedford, which, in spite of its admirable provision of public schools, still maintains, besides preparatory schools innumerable, three successful private schools for girls, of high school rank, one of these, with 180 girls, of whom more than two-thirds are day scholars, being, I suppose, among the most flourishing in the country. The reason appears to be that residents attracted to Bedford as a known educational centre may be, nevertheless, indifferent to the distinction between public and private schools, or may, at least for their girls, even prefer a private to a public school as more select. The private boys' schools in Bedford are, however, in effect only of a preparatory type, two out of three being professedly so;

the reason apparently being that for boys beyond 14 parents will seldom hesitate to prefer a public to a private school.

Altogether the number of children in Bedford in proportion to population receiving a secondary education as day scholars is probably unique in England, the number in higher schools alone (without counting preparatory schools) being nearly 2,000 for a population of 28,000; 630 in the Grammar School, 550 in the Boys' Modern School, 425 in the Girls' High School, 150 in the Girls' Modern School, 180 in the chief private school for girls, 40 in two other private schools. Well may it be said that education is the trade of Bedford.

(2.) Boys' schools at Leighton Buzzard and Biggleswade.

The most successful private schools for boys (other than preparatory) are at Leighton Buzzard and Biggleswade, where, in the absence of public provision, they supply a real want. At Leighton Buzzard, with its population of nearly 7,000 and a considerable sprinkling of the professional class, a school consisting almost entirely of day scholars, at a fee of 5*l.* a year, flourishes amazingly, in far from satisfactory premises, under a trained and certificated master. At Biggleswade, with its population of 4,943, the needs of the professional and superior trading classes appear to be satisfactorily met by an old established school conducted in admirable premises, and consisting at present of 15 to 20 day scholars and 20 boarders, the tuition fee being eight guineas, with French and German extra.

(3.) Boys' schools at Luton, their scarcity.

The absence of any large private school at Luton is surprising. The only boys' school which can be called successful, conducted like the school at Leighton Buzzard by an ex-elementary teacher, the ordinary fee being six guineas, contains no more than 15 Luton boys, the other scholars being boarders, and the two private schools for girls contain together only about 50 day pupils. A comparison of Luton and Bedford suggests that in a town of any size a public provision of secondary education, so far from killing private schools, raises the standard of education in the place, habituates to the idea of secondary education parents who might otherwise be content with the elementary school, and may thus actually provide customers for private schools among those who, on the ground of expense or otherwise, shun the public school.

Small proportion of boys attending secondary schools in Luton.

The proportion of boys in Luton attending secondary schools appears, so far as I can ascertain, to be small indeed. Reckoning 15 (an overestimate rather than otherwise) as in attendance at the private school I have mentioned, and adding to them 18 who travel daily to Dunstable and 5 who travel daily to Bedford, I can account for no more than 38 out of a population of 30,000.

The number of boys from Luton attending boarding schools elsewhere is practically impossible to ascertain, but it is noteworthy that few or no Luton boys appear to attend boarding

schools in Bedfordshire, and that in the nearest adjoining county of Herts I find only one Luton boy, a boarder at Berkhampstead School. I was informed, however, that before Dunstable Grammar School and the Luton Higher Grade School were started about a dozen Luton boys were generally in attendance as day scholars at the Cowper Street Schools in London.

Causes of the small demand.

From conversation with people in Luton, I gather that the conditions of the hat trade are such as to give employment to boys at an early age, the work both of the factory and of the counting-house being of a simple routine character, requiring little prior education, and scarcely any technical or scientific knowledge, so that a boy of 14 can start at almost the same wage as one of 17. The consequence is that many middle class parents in Luton are content to send their sons to the elementary schools, the higher grade elementary school being practically, apart from evening classes, the highest rung of the educational ladder in Luton. A good many boys, after leaving the higher grade school for business, continue to attend evening classes held under the regulations of the Science and Art Department in the same building and under the same headmaster, but the attendance is apt to be irregular, since there is in the season great pressure of work in the local trade, and employés are detained till late in the evening.

There was general agreement among those with whom I spoke in Luton (including the mayor and town clerk the chairman and clerk of the school board), that, whatever need there may be for a secondary school for boys in the town, there is at present little or no demand for it, the difficulty being to get sufficient use made even of those means of education which exist at present. The possibility of establishing under the town council a secondary school for boys in Luton has been barely considered; and the grant of 350*l.* a year from the county council for technical education in Luton (perhaps somewhat small in comparison with the size of the place) is wholly exhausted in the maintenance of evening classes, which, although they appear to clash to some extent with the evening classes at the higher grade school, the town council is nevertheless loth to drop.

(4.) Girls' schools at Biggleswade and Dunstable.

As regards private schools for girls, which, except in Bedford itself, are the sole supply of secondary education for girls in the county, the most flourishing outside Bedford are at Biggleswade, where there are two, practically full, with an average attendance of 50 day scholars for a population of about 5,000. Both schools appear to be well managed and to be under properly qualified teachers, the chief teacher in one being a former student at Newnham.

The fee at the one school is from one to three guineas a term, inclusive of French, at the other from 15*s.* to 30*s.* a term, French being an extra.

The greater number of girls receiving secondary education in Biggleswade as compared with the number of boys, appears

to be due to the facts (1) that lower middle class parents, who will send their sons to public elementary schools, may hesitate to send their daughters; (2) that a fair number of boys from Biggleswade attend other schools in or near the county as day scholars or boarders.

At Dunstable, where there is no public girls' school to match the grammar school for boys, are two fairly successful private schools for girls, one with 20 day scholars at a fee of nine guineas, the other with 18 day scholars at a fee of three guineas a year, the aggregate number being somewhat greater than the number of day scholars from Dunstable attending the grammar school. Of these schools the one at the higher fee, which I was able to visit, appeared to possess admirable premises, with accommodation in class for about 40, and to be under properly qualified teachers. The other is mainly a boarding school, having 35 boarders as against 18 day scholars.

(5.) Girls' schools at Luton.

Of the two private schools for girls at Luton before referred to, one with stated accommodation in class for about 40, and containing about 25 day scholars (at a fee of six guineas a year under eight, and nine guineas over eight years of age), and 4 boarders, approximates in teaching staff to the calibre of a high school, prepares pupils with success for the Cambridge Junior and Senior, and for the Oxford Senior Locals, and in its junior department follows kindergarten methods. Of the other I know only that it professes to have accommodation in class for about 40, has generally from 25 to 30 day scholars, and 8 to 12 boarders, and charges a fee of six guineas for a bare English education, French, mathematics, Latin, German, music, drawing, and physical exercises, being all treated as extras.

(6.) Girls' schools at Leighton Buzzard.

At Leighton Buzzard the only private school for girls, which, so far as I could ascertain, gives an education fairly to be called secondary, contains at present 16 day scholars, but has accommodation for 40 in class and for 12 boarders. The headmistress was formerly at Newnham, and has the Cambridge Higher Local certificate; she is assisted by a French woman, trained at an École Normale, by a young girl with a certificate from the College of Preceptors, and by a visiting mistress in music. The fee is 1*l.* 11*s.* 6*d.* a term for girls under 14, 2*l.* 2*s.* for those over 14. The school has only been conducted under its present management for a year, but the success so far is not great. The attempt to give a high school education to 16 girls at a fee averaging 5*l.* a year or under must indeed be heartbreaking work.

Higher grade schools : (1.) At Luton.

10. To the secondary schools in the county generally so-called must be added the higher grade elementary schools, which have practically taken the place of the third grade schools proposed by the Schools Inquiry Commission. Of such higher grade schools there are in effect two, one for boys at Luton, one for boys at Bedford, although, as I understand, only

the Luton School has official recognition as higher grade. The Luton Higher Grade School, in which the fourth standard is the lowest, has an average attendance of 227. At the time of my visit, there were in the fourth standard 55 boys, in the fifth 62, in the sixth 72, and in the seventh 36; but I was told that these figures were for the top of the school less than normal, a large number of seventh standard and ex-standard boys having left since the recent inspection, before which the ordinary average of ex-standard boys in the school was 25–30. About 30 boys in the school are beyond the age of 14, 24 being between 14 and 15, and 6 between 15 and 16.

The higher work embraces French and Latin, English literature (generally a play of Shakespeare), book-keeping, shorthand, and natural science. The latter is taught mainly from text-books, with experimental illustrations, two subjects being generally taken out of a list comprising chemistry, physiology, geometry, magnetism and electricity. There is no chemical or physical laboratory. About half the scholars are said to be tradesmen's sons, and I was told, in illustration of the position attained by the school, that as many as seven boys in the school were from St. Alban's, and others from Harpenden, in Hertfordshire. The ordinary fee for scholars above the standards is 4*d.* a week, but remission is said to be often granted to poor but able scholars who wish to stay on. The idea has been mooted of establishing under the Luton School Board four scholarships, tenable by scholars from this school at secondary schools in Bedford.

I was told, moreover, that one of the Church schools for girls was of slightly higher social status than other elementary girls' schools in the place, and kept its scholars to a somewhat late age.

It was said by the clerk to the school board that for the moment the most pressing want in Luton was for a girls' higher grade school similar to that for boys, the main obstacle at present being the difficulty of obtaining a suitable site in the overcrowded town.

(2). At Bedford.

One of the elementary schools of the Harpur Trust at Bedford appears to be in fact, though not in name, higher grade. The school in question contains about 40 boys in the seventh standard, and eight or nine who have passed that standard. All these take mathematics, physiology, and English literature, most time being devoted to mathematics, including geometrical drawing. The school falls below the Luton Higher Grade School mainly in the absence of French and Latin. A good many boys stay as late as 15, one or two occasionally to 16, and there happens at present to be a boy in the school as old as 17. A good many of the smaller shopkeepers and some even of the better class are said to be content with this school for their sons, and a boy is encouraged by the headmaster to finish his school course here, if he is likely to leave school at about 15.

One, also, of the two elementary schools for girls under the Harpur Trust retains a good many scholars (daughters of the smaller tradesmen), beyond the ordinary leaving age, for higher subjects, and partakes to that extent of the character of a higher grade school.

Continuation classes at Luton and Bedford;

11. The higher grade schools, both at Bedford and at Luton compete for and obtain grants from the Science and Art Department for most of the higher subjects which are taken, the whole grant going to the master. Evening classes are carried on in both schools under the same auspices, the teachers being for the most part the same as in the day schools. These classes, also, are supported mainly by grants from the Department, the responsible committee being at Bedford the governors of the Harpur Charity, and at Luton the school board with some co-opted members. In both places the classes appear to serve largely as a continuation school, a good many beginning to attend evening classes while still in attendance at the day school, and carrying forward their education at the evening classes without a break after leaving the day school. The exigencies of the Luton trade, with late hours in the busy season, render this continuity more difficult of attainment there than at Bedford, but in both places it is the aim of the master to encourage such continuity of attendance. It is found more possible of attainment if a boy can be induced to begin attendance at evening classes before his school career is over.

and under the county council.

In addition to such continuation classes, worked in connexion with day schools, a large number of evening classes are carried on at different places in the county under the auspices partly of the Science and Art Department, partly of the county council or its delegates.

Administration by the council of its technical education funds.

12. The Bedfordshire County Council receives under the Local Taxation (Customs and Excise) Act an annual sum of about 4,500*l*. The whole amount is devoted to technical education, a technical education committee being appointed to administer it, and the principles of such administration are generally as follows:—

(1.) That the fund should be applied for purposes of technical instruction connected with the local industries, and the benefits shared, as far as possible, by all parts of the county equally, rural as well as urban.

(2.) That the local industries to which special attention should be directed are in the county generally, but especially in the north-west and centre, agriculture; in the east, horticulture; in the south, plaiting.

(3.) That the best way to reach the villager is through the village school teacher, who should be aided to acquire the special knowledge needed for each district that he may impart it in an upper department of the elementary school, or in evening classes, to those whose education is or has been his charge.

(4.) That existing institutions carrying out the objects of the committee should be aided, especially by grants or loans of apparatus.

Agriculture is regarded by the committee as the most important local industry, and to instruct the teachers in its principles a "Summer College" of Agriculture is held in the month of August at the Bedford County School, attended by elementary school teachers and others from all parts of the county, practically free of cost if they complete the course, teachers who complete the course satisfactorily being encouraged to start in their respective villages classes in agriculture, to which grants are made. In addition, the Bedfordshire Agricultural Society receives a large grant to be applied in agricultural instruction, and in prizes given on the results of such instruction. Peripatetic lectures are also arranged in agricultural subjects, especially in dairy work. Market gardening is promoted by peripatetic lectures on fruit-culture and kindred subjects, and by demonstrations on allotment grounds, and it is perhaps under this head that a grant is made to the Beekeepers' Association for the promotion of bee-keeping as a cottage industry.

Work in connexion with the straw-hat trade consists also in the main of peripatetic lectures, but a special effort is made in this department, as in agriculture, to teach the village teachers.

In addition to technical instruction proper, as connected with the industries of the county, grants have also been made for instruction in subjects of a more general character connected with the domestic life of the people, cooking, ambulance, nursing. The instruction in these subjects has been generally given through the agency of existing societies, *e.g.*, the National Health Society and the St. John's Ambulance Association. At Bedford a summer college of cookery has been established, attended mainly by elementary schoolmistresses, and parallel, to some extent, to the college of agriculture for male teachers. Science and art classes have been aided by grants towards equipment, and by capitation grants, at Bedford, Luton, Leighton Buzzard, Ampthill, and Ridgmont.

In the case of municipal boroughs the local authority has been consulted, and a share in the local taxation money paid for purposes of technical education in the borough, either direct to such authority or according to its wishes. At Bedford a special committee, at Luton the town council, apply their share, 300*l.* and 350*l.* respectively, apart from capitation grants, in the maintenance of evening classes.

The most striking feature of the Bedfordshire County Council work is the plan, the idea of which is akin to that of the Dick Bequest in Scotland, of making the elementary teacher the channel through whom higher education may permeate to the remotest villages, and it may be expected that more and more the work of the council will be concentrated on this.

Very little aid has been given to secondary schools in the county, but three grants of 100*l.*, for laboratory and workshop

Little aid given to secondary schools.

equipment, have been made to the Bedford Grammar School, and a grant of 100*l.*, continued for more than one year, to Dunstable Grammar School, this latter being treated as the grant to the Dunstable Town Council, who desired that the money should be so expended.

The committee in fact appear almost to feel it necessary to apologise for any grants made to endowed secondary schools. Having before their eyes as types of endowed schools chiefly the rich schools of Bedford, they consider aid to such schools unnecessary, and, regarding technical education as necessarily directed to a trade, doubt whether grants to schools, mainly literary, can be defended. I should add, that both at Bedford and at Dunstable the grants to the grammar schools are made conditional upon the laboratory or workshop being open at certain times to outside boys from the town.

The Bedford County School has been aided indirectly by the establishment of two scholarships of 45*l.* a year each tenable there by boys from public elementary schools in the county, and awarded on an examination in agricultural subjects, but I am told that these will not be continued, the competition having been very poor (23 candidates for two junior scholarships, and one for a senior scholarship, which was not awarded), and the results being considered inadequate for so large an outlay.

Budget of technical education committee for 1893.

13. In these various ways, the income of the county council under the Local Taxation (Customs and Excise) Act, 1891, is practically exhausted, the expenditure being as follows:—

	£	s.	d.
Agricultural Instruction:			
Summer College	253	17	4
Agricultural Society	330	0	0
Lectures, classes, &c.	787	5	3
	1,371	2	7
Horticultural Instruction:			
Lecturer's salary and rent of rooms	176	16	9
Instruction in plaiting	247	19	8
Domestic Instruction:			
Cookery	655	17	3
Home nursing and ambulance	273	3	7
Grants to science classes	222	0	0
Grants to local bodies:			
Bedford Technical Education Committee	300	0	0
Luton Town Council	350	0	0
Leighton Technical Education Committee	60	0	0
Special classes at Ampthill, Bedford, Leighton, and Ridgmont	120	0	0
Scholarships and prizes	139	11	4
Expenses of management	589	7	1
	£4,505	18	3

The possibility has been considered of certain reductions in expenditure which would leave funds for the establishment of a small practical farm-school for about 20 boys from public elementary schools in the county, the school to be intermediate between the village agricultural classes and such colleges as Cirencester or Aspatria, but it is as yet uncertain whether the plan will be carried out. A house-keeping school for girls, on similar lines, is also being mooted. A sum of about 7,000*l.*, saved in earlier years, would be applicable for capital expenditure on these objects, but for their maintenance it would be necessary to curtail existing expenditure on other objects.

It appears to be quite clear that there is no surplus available out of local taxation funds in Bedfordshire for aiding on general lines the organisation of secondary education in the county, and that any legislation which should rely upon these funds for promoting such an object would involve serious interference with the existing work of the Bedfordshire County Council.

The council has no idea of establishing any schools for general secondary education in places like Luton and Leighton Buzzard, where such schools are wanting, although I understand that no objection would probably be raised if a municipal authority, *e.g.*, that of Luton or Dunstable, were to choose to expend its share of the technical education money on such an object, at least if some provision for the teaching of science and other branches of technical education were made at the school. But it must be noted that the technical education committee of the Bedfordshire County Council retains in its own hands the administration of the greater portion of the technical education money, assigning to Luton, apart from capitation grants, only 350*l.* and to Dunstable 100*l.*, and it is almost impossible to look to such money in Bedfordshire for supplying the gaps in the secondary education of the county.

Chief gaps in existing provision of secondary education; (1.) Boys' public school at Luton, possibility of its establishment.

14. The chief gaps in the existing provision of secondary education are—(1) as regards public provision for boys at Luton, Leighton Buzzard, and Biggleswade; (2) as regards public provision for girls outside Bedford.

With Luton I have already partly dealt. Those with whom I conversed there were generally agreed that the need exists for a secondary school for boys in Luton, but not the demand. They are far from saying that such a school, if established, would not succeed, but no bitter cry is raised in its absence. The school is perhaps all the more really needed just for the reason that the want is barely felt, and an able headmaster of a public secondary school might completely alter the prevailing attitude towards education.

In a place so industrial as Luton prominence would in such a school almost necessarily be given to technical and commercial subjects; though I doubt whether the industries of Luton sufficiently lend themselves to the establishment of a purely technical school. The dyeing, on which so much of the prosperity

of Luton depends, is practically a trade secret, confined to a few leading men, and it is noteworthy that the classes in the chemistry of dyeing established by the Luton Town Council, in the excellent laboratory fitted up for the purpose under the supervision of the scientific adviser to the Bedfordshire County Council, were mainly attended by master manufacturers. Nevertheless, although the higher branches of the dyer's art are closed to most Luton boys, it is no doubt true that a knowledge of chemistry might increase a boy's opportunities, and it is said that one of the wealthiest manufacturers owes his rise from the ranks to chemical knowledge, enabling him to adapt German dyes.

Similarly drawing and design would be emphasised in a Luton school, applicable as they are to the understanding and invention of new designs in straw plaits and in hats, although the class of actual designers must always be a limited one. Book-keeping would be a subject of more direct general usefulness, warehouse clerkships being the main resort of the middle class youth of Luton.

But, although such subjects might be emphasised in a school in Luton, it seems doubtful whether there would be a sufficiency of scholars for a separate technical school. The higher grade school would probably continue to satisfy all those whose education was calculated to finish at 15, and the others who might require a higher technical or literary education would not more than suffice for one school. The question may be asked whether the facilities of the grammar school at Dunstable might not be made to suffice for Luton also. But Luton is certainly large and important enough to have a school of its own, which could be reached without a railway journey, and the fact that only 18 boys from Luton are at present in attendance at the Dunstable school seems sufficient answer.

It has been suggested to me that Chew's Foundation School at Dunstable might under an altered scheme become a technical school available for Luton also. But, apart from difficulties which might arise from the denominational character of that foundation, the income available, after payment of necessary outgoings and compensation for the vested interest of the present master, would be insufficient for a technical school without much more help from the county council or other quarters than is at present forthcoming, and the governors of the foundation themselves incline, if alteration is made, in favour of a scheme which would convert the endowment into a scholarship or exhibition fund, subject to the present denominational restrictions. I conclude, then, that a boys' secondary school, with a technical bias, is needed in Luton. The resources conceivably available for its establishment are:—

	£
(1.) The 350*l.* a year paid by the technical education committee to the Luton Town Council, at present expended on evening classes - - -	350

£

(2.) Grants of 5*s.* from the technical education committee for each scholar sitting for South Kensington examinations in subjects approved by the committee, say 50 scholars in two subjects each - - - - - 25

(3.) A capitation grant of 1*l.** a head from the Science and Art Department to so much of the school as might be "organised" for science, with grants for individual passes, perhaps - - 150

(4.) Scholars' fees, which, according to the best opinion which I could gather in Luton, should not exceed 5*l.* a year, the probable number of scholars being in any case not more than 100 - 500

(5.) A rate under the Technical Instruction Acts, to supplement the above.

It seems possible that for a school of the kind referred to, when full, the income of about 1,000*l.* from sources (1.) to (4.) might suffice without a rate, but no provision is indicated for the cost of building, for which I gather that at most only a very moderate grant could be expected from the county council to supplement local contributions. Moreover, the proposal to apply the existing county council grant of 350*l.* to the maintenance of such a school was regarded with disfavour by the town authorities, as involving a complete abandonment of all the technical education work which they have already done.

The conclusion is, that, as things are at present, such a school could only be established by the aid of a rate under the Technical Instruction Acts (which would restrict not a little the character of the school) or by private benefaction.

(2.) Girls' public school at Luton.

The establishment of a secondary school for girls in Luton would be subject to much the same difficulties, except that a girls' school would probably cost less to maintain. In the absence of any higher grade school for girls it seems likely that a secondary school for girls would fill rapidly, and would receive the sisters of many boys attending the higher grade boys' school. The fees charged at the chief private girls' schools in the place, in one nine guineas for the ordinary curriculum including French and Latin, in the other six guineas for a bare English education, with French, mathematics, Latin, German, music, drawing, and drill as extras, appear to indicate that a somewhat higher fee might be charged in a girls' school than in a boys' school, but it seems doubtful whether the school could be made entirely self-supporting, and in any case there would be the initial cost of building and equipment to be provided.

I do not imagine that fees even approaching those of the Girls' Public Day Schools' Company could safely be charged. The place is not residential, except for those whose work lies in the town, and even among these there is a growing tendency to

* Under new regulations, 30*s.*

live at Dunstable, and travel each day by train to Luton. The upper middle class in Luton, who might be willing to pay high school fees (12 to 15 guineas a year) for their daughters' education, is in fact a mere sprinkling. I am told that many people of the middle class in Luton, and even some "*nouveaux riches*" among the manufacturers, send their daughters to the elementary schools, although this practice is on the decline. The fact that one of the two chief private schools finds it necessary to offer a bare English education at six guineas a year, all the higher subjects being treated as extras, is, I think, significant.

It may be asked whether the existing private schools would suffice if public confidence were secured by a system of registration, and in this connexion I may note that the headmistresses of private schools for girls with whom I conferred expressed themselves in favour of some system of registration both of teachers and of schools, although as regards teachers it was a generally expressed opinion that regard should be had in a system of registration to experience in teaching no less than to, and independently of, certificate or degree. The headmistresses, moreover, of the schools to which I have referred at Luton, Dunstable, and Leighton Buzzard, as approximating to the high school type, expressed of their own accord great readiness to surrender for a consideration the goodwill of their respective schools, in case some public provision of secondary education for girls should be made.

As regards private schools for boys I may say that, with one notable exception, I did not find quite the same readiness in headmasters to put themselves in line with a public system of secondary education, nor can this be wondered at, when we compare with the headmistresses whom I have mentioned the headmaster of a private secondary school, previously headmaster of a public elementary school, who claims in his prospectus to have been for many years headmaster of a large and highly successful public school, and to have been trained under some of the most advanced educationists.

I am told that the accommodation in private schools in Luton would not in fact meet the needs, if all sent their children to secondary schools who should, and, as a matter of fact, there is room in the only two girls' schools which can be taken into account for no more than 50 day scholars apart from boarders and in the only considerable boys' school for about 50 boys.

Moreover, it appears to be impossible that such schools should, for the middle class, be efficient without external aid. The private girls' school before mentioned gives for 6*l.* 6*s.* a mere elementary education, so far as subjects are concerned, the education assuming a secondary character only when extras are taken. The fee of six guineas a year at the corresponding voys' school in Luton includes Latin, French, and German, but the headmaster is not a university graduate, having formerly been the principal teacher in a public elementary school.

At a fee of five to six guineas a year, which the experience of Luton and Leighton Buzzard suggests as about the fee which the middle class in such provincial towns is prepared to pay, it is, in the opinion of experts, impossible, without some external aid, to give a really efficient secondary education, the lowest price at which such an education worthy of the name can be given being about 8*l.* a head, without counting the initial cost of building and equipment. I note, in fact, that the only private school for boys in the county (other than preparatory) which can be regarded as fairly satisfactory charges for the ordinary curriculum a fee of eight guineas, a good many subjects being even then paid for as extras.

(3.) Boys' public school at Leighton Buzzard.

Leighton Buzzard is in an even worse case as regards secondary education than Luton, possessing as it does no higher grade school and no public continuation classes. A private philanthropist in the town has, however, organised for boys a night school, with 109 scholars, and a special class, in which 18 boys are instructed *gratis* in elementary science and arithmetic; but for girls, so far as I could ascertain, nothing is done.

The public elementary schools in Leighton Buzzard are, I understand, vigorous and efficient; and in the board school for boys elementary science is taken as a class subject. The Mechanics' Institute offers great facilities for adult education, possessing, as it does, an excellent library and a lecture room in which lectures are delivered under the auspices of the county council. But the gap between elementary and adult education is unbridged at Leighton Buzzard, save by private venture.

It so happens that at present children of the professional classes, for whom high class schools would be needed, are almost non-existent in Leighton Buzzard, and such as there are are sent mainly to boarding schools elsewhere, while occasionally there have been a few at the endowed schools of Dunstable and Berkhampstead, there being at present four day boys at Dunstable, three day boys and one boarder at Berkhampstead Grammar School, one day scholar at Berkhampstead High School.

The private schools in Leighton Buzzard are thus mainly attended by the lower middle class, and I am told that a fee of even 5*l.* is not paid without murmuring. This fee, at the well-filled boys' school before mentioned, is reduced for brothers and in other special cases, and "mutual terms" have frequently to be accepted from the local tradesmen. The rapidity with which this school, established only two years ago by an ex-elementary teacher in premises which he himself regards as in many ways unsatisfactory, has filled up, having now 50 day scholars and four boarders, points unmistakeably to the need of secondary education being actually felt in Leighton Buzzard, but it is, of course, hardly to be expected that at a cost per head of 5*l.* or less an education much higher than elementary can be given.

It was generally agreed by those with whom I spoke in Leighton Buzzard that a secondary school for boys was needed; some, who doubted whether the need was sufficiently felt to make such a school a success, being convinced when they heard of the rapid filling up of the private school above mentioned.

How such a public school could be established is a question of even greater difficulty in Leighton Buzzard than in Luton. The payment by the Bedfordshire County Council to a local authority in Leighton Buzzard, corresponding to the payment of 350*l.* a year to the town council of Luton, amounts to only 60*l.*, and is wholly needed for special classes. There is no great industry in Leighton Buzzard, which would warrant in the eyes of the county council the establishment there of a technical or semi-technical school out of their funds, even were such funds available for the purpose. Here, even more than at Luton, a rate appears to be inevitable if a secondary school is to be established. If a rate is to be levied, nothing would be gained by a withdrawal from elementary education of the Pulford endowment, whereby increase in the school board rate would be rendered necessary.

Nor did I receive much encouragement as to the chances of other charities, not at present educational, being diverted under section 30 of the Endowed Schools Act, 1869, to educational purposes. Wilkes' Charity for almshouses and apprenticing barely suffices in normal years for the maintenance of the almshouses, apprenticeship premiums being rarely granted. The St. Thomas' Day Charities for bread and coals bring in only 58*l.* a year, and, although at least one of the more enlightened trustees is in favour of diversion, local opposition would certainly be roused.

(4.) How far is a girls' school needed in Leighton Buzzard?

As regards the probable success of a public secondary school for girls in Leighton Buzzard, there is greater cause for doubt than in the case of boys. The private school, to which I have before referred, was taken over by its present mistress a year ago, with high hopes. Possessed of good qualifications (a Cambridge Higher Local certificate and a year's residence at Newnham), she hoped by the application of modern methods to evolve a really good school, there being practically no rival school in a population of nearly 7,000. Yet, even at the ridiculously low fee of 1*l.* 11*s.* 6*d.* a term for girls under 14, and 2*l.* 2*s.* for girls over 14, the number of scholars stands still at about 15, and shows no tendency to rise.

There are, I am told, some other ladies in Leighton Buzzard, who take a few pupils, but whose establishments can scarcely be called schools.

The ideal of education among tradesmen in Leighton Buzzard is said to be to send girls to finish at a boarding school for a couple of years "on reciprocal terms," the pupil giving some teaching in return for the instruction she receives.

A few of the more enlightened parents send their daughters as day scholars to the high school at Berkhampstead, but I

believe there are none, either boarders or day scholars, at the endowed schools of Bedford.

The conditions of Dunstable as regards the education of girls appear to be somewhat better than those of Leighton Buzzard. Here, too, some ladies of high education started a few years ago a school as nearly as possible on high school lines. They have met with comparatively small success, having only 20 day scholars and three boarders, but it must be remembered that there is also a second private school in Dunstable, with about 20 day scholars, so that altogether about 40 girls are receiving secondary education out of a population of 4,513, which is rather a high proportion. The latter school, it should be noted, charges only 3*l.* 3*s.* a year to day scholars. (5.) How far is a girls' school needed in Dunstable?

The headmistress of the first school expressed perfect willingness to surrender her goodwill in case any public provision should be made in Dunstable, but it appears that this school, which has accommodation for 40 day scholars, might, in fact, under supervision, which the headmistress would warmly welcome, supply the place of such a public school, or itself be made semi-public.

As regards Biggleswade the existing private schools appear, from what I heard and saw, to be so far satisfactory that a local authority entrusted with discretionary powers of establishing public secondary schools might conceivably decide that the existing schools under supervision would suffice. (6.) How far do the existing schools at Biggleswade suffice?

To some extent a gap has been created in the educational provision of the place by the recent closing of the school hitherto supported out of the Flitwick Charity, which, although in education not higher than elementary, was, as regards its paying scholars, slightly higher in social grade than the ordinary elementary schools.

It was the somewhat doubtful opinion of those with whom I spoke in Biggleswade, that there might possibly be room for an intermediate school for boys, between the private school I have mentioned and the elementary schools, at a fee of about 3*l.* a year, to take the class of boys formerly attending the Flitwick School as paying scholars.

The number of such scholars had, before the school closed, fallen to seven, and it seems possible that a system of scholarships might meet sufficiently the needs of this class. The headmaster of the private school in Biggleswade, before mentioned, expressed willingness to receive such boys as scholarship holders, and understood that this would probably involve some external inspection of the school. The fee of eight guineas with extras would not permit of many scholarships being given at this school out of the Flitwick Charity, with its income of 46*l.* a year; but if this fund were supplemented from other sources, the establishment of scholarships might, I think, suffice to fill the existing gap.

The girls' schools in Biggleswade have to some extent graded themselves, the fee at the one being nearly double that of the other, and in the one case including French, while in the other the ordinary curriculum is confined to the English course. Both schools are not far from their full complement of day scholars, in the first about 20 (besides an average of 20 boarders), in the second about 30 (there being accommodation for about 10 boarders, of whom there are none at present). This proportion of girls receiving a secondary education, 50 for a population of just under 5,000, is somewhat unusually high. Both schools appear to enjoy a good reputation and to be capable of doing, under supervision, the educational work of the place.

The rural districts; visit to villages north of Bedford.

15. With a view to gaining some information as to the more sparsely populated rural parts of the county I drove with the secretary of the technical education committee to some of the principal villages due north of Bedford, in a district completely lacking in railway supply (the places visited being Bolnhurst, Keysoe, Riseley, Bletsoe, and Milton Ernest); calling in each place on the schoolmaster or parish clergyman.

I found it to be true, as I had been told would be the case, that the smaller farmers (and in this district there are few, if any, of the larger sort) are to a large extent satisfied with the elementary schools for their children, though occasionally they may send their sons for a year or two to finish at Bedford, Kimbolton, or Wellingborough. At Keysoe I heard of a boy who went each day on a bicycle to Kimbolton Grammar School. Elsewhere I was told of farmers whose children had been withdrawn from schools at Bedford and placed once more at the village school. The farmers' daughters seem very rarely to go elsewhere than to the village school. I may note that out of 96 boarders at the Bedford High School only 2 are from Bedfordshire.

Little demand for higher education;

It is exceptional, indeed, in the experience of the school teachers for them to feel the need of a higher school to which clever children could pass after finishing the standards, the number in the upper standards being very small, in one place none above the fourth. It is in some places impossible to maintain the supply of pupil-teachers; and, so far from the need of higher schools being felt, the difficulty is to get the children to attend and make full use of the elementary schools, the farmers' children being, it is said, among the worst in attendance.

poor competition for scholarships.

The poor competition for the two scholarships of 45*l.* a year each, awarded by the county council on an examination in the principles of agriculture and tenable at the county school, is a further indication that the rural districts scarcely feel the need of higher education, and it is noteworthy that, of the successful candidates, one was the son of an elementary schoolmaster and the other of a journalist.

The award of scholarships of this high value will, as I have said, be shortly discontinued, but it is the hope of the technical

education committee, that, through the influence of evening classes conducted by the village schoolmasters in the principles of agriculture and kindred subjects, the educational tone of the rural districts will be raised, and that the suggested farm school, which is to be filled mainly if not altogether by holders of scholarships awarded to ex-elementary scholars in attendance at agricultural classes, will find on its establishment no lack of competitors for the vacant places.

Agricultural classes fairly well attended.

The village agricultural classes have been, so far, well attended, the total number of scholars on the books of 22 classes hitherto formed being 724, of whom 584 are farm lads, with an average attendance of 416. In the district north of Bedford, which I visited, three such classes have been formed, at Keysoe, Riseley, and Milton Ernest, in regard to which the figures are as follows :—

	Joined.	Farm Lads.	Average Attendance.	Qualified for Grant.
Keysoe - - -	30	29	20	21
Riseley - - -	40	40	23	28
Milton Ernest - -	21	17	12	10

Small number of boys attending Bedford schools;

The number of boys travelling to school in Bedford from this part of the county is, so far as could be gathered on inquiry in the villages, very small. This evidence is confirmed by the result of inquiries at the Bedford Modern School, where, if anywhere at Bedford, the children of the smaller farmers would be likely to be found. I find at this school three boys only from this part of the county, one from Bolnhurst, one from Bletsoe, one from Sharnbrook.

needs of this part of the county;

In face of such apathy as to secondary education side by side with the success of the classes in agriculture the county council appears to be justified in dropping its expenditure on scholarships and concentrating its attention, as far as possible, on the education of the village schoolmaster, and, through him, of the villagers, in subjects which distinctly bear upon their life and work. The chairman of the technical education committee was inclined to agree that scholarships tenable at a secondary day school, from 7*l.* to 10*l.* a year each in value, might be worth maintaining, if there were more local centres of secondary education, although he was certain that the results achieved did not justify the large expenditure on boarding scholarships; but it can hardly be said that there is anything, in such a district as I have described, to encourage at present the establishment of a local secondary school at which day scholarships should be held.

greater demand for secondary

The superior railway accommodation, combined with the greater prosperity of the farmers, in the south and east of the

education in the south of the county.

county brings in a larger number of scholars from rural centres there to the Bedford schools, as many as 43 coming to Bedford Modern School from the south of the county, 34 from the south-west, and 9 from the east, some of the places from which they come being not immediately on railway lines. These facts augur well for the success of the suggested farm school, the projected site of which is in the district south-west of Bedford. It appears that, apart from the question of a special farm school, the provision at Bedford suffices for those rural districts where the need of secondary education is really felt, and that in those parts which it fails to supply there is no demand. No doubt the absence of demand in the north for higher education is partly due to the absence of supply, but there is really nothing to encourage the creation of a supply, and the utmost that could be expected from the growth of educational enthusiasm in the district would be a demand for scholarships. To meet such a demand day scholarships would probably suffice, as the most remote places in the district are scarcely more than six miles from either Bedford or Kimbolton.

Overlapping of existing schools.

16. As regards the overlapping between existing educational agencies, my remarks will be mainly confined to Bedford itself, where, amid so great a wealth of educational effort, some overlapping was only to be expected, although the general opinion is, I think, justified that such overlapping does not extend very far.

The Grammar School and Modern School at Bedford.

The Grammar School and Modern School were originally differentiated pretty clearly by leaving age, the ordinary limit being in the one case 19, in the other 16. Under an able headmaster, anxious that his best pupils should have the opportunity of full development under his own eye, and should not have their school career broken in the middle, the limit at the Modern School has been, with the sanction of the Charity Commissioners, gradually extended, until it is now possible for a boy paying an increased fee to remain, with permission of the governors, to 18.

The Grammar School and Modern School now educate to some extent the same classes of boys, but with this difference, that the class which is in a majority at the Grammar School is in a minority at the Modern School, and *vice versâ*. Perhaps as many as a third of the boys at the Modern School spring from the same class of retired military men and civil servants, that contributes the bulk of the scholars at the Grammar School, but the headmaster of the Modern School assures me that they are almost without exception the poorer members of that class, who cannot afford the higher fee, at least for all their sons, even with the advantage of the greater prestige attaching to the Grammar School. To illustrate the relation between the two schools I may say that it is sometimes the case for the cleverer of two sons to be sent to the Grammar School, the less brilliant

to the Modern. So little does the difference between the two schools seem to be a social one, that the cleverest scholars with scholarships from the public elementary schools generally hold them at the Grammar School, which thus contains artisans' sons, although it has now but few tradesmen's sons. Not that the Modern School lacks its contingent of brilliant boys, some of whom gain scholarships at the universities and pass with distinction into Woolwich and Sandhurst, but the difference of fee between the two schools, at the Grammar School 9*l.* to 12*l.*, at the Modern School 4*l.* to 9*l.*, although not sufficient to make the line of demarcation very strong, necessarily carries with it other differences, in the character of the teaching staff, and in the number of boys leaving for the universities or professional life. The cheaper school appears, from what I can learn, to meet a real want and not appreciably to interfere with the success of the other, for I am assured that there are few, if any, boys at the Modern School, for whom the Grammar School fee could be afforded. While both schools are under able headmasters, such slight rivalry as there is only tends to raise each to a higher pitch of perfection.

The Modern School and a higher elementary school.

Of more serious import is the rivalry, apparently a conscious rivalry, between the chief elementary school for boys of the Harpur Trust and the Modern School. The former school which, as I have previously noted, is, save for its retention of the lower standards, a higher grade elementary school, does appear to encourage boys, who could afford to pay the fee at the Modern School, to remain at the elementary school far beyond the elementary school age, in some cases as late as 17, taking work of the kind which they would do at the Modern School, save for the absence of French and Latin. To some extent the same thing is true, I am told, of one of the girls' elementary schools, said to have attracted the warm commendation of one of the greatest pioneers of English education, girls being induced to stay there who could afford the fee at the Girls' Modern School.

Such rivalry appears, in fact, almost inevitable where the teachers of the lower schools are of exceptional vigour and ambition; and no remedy was suggested.

To fix with absolute rigidity the leaving age may only end in children quitting school altogether at that age or staying on as private pupils, while on the other hand, if some elasticity is permitted and the school left to find its own level and educate its pupils as far as it can, without interfering with its special functions, the spur to the higher school which this rivalry may supply is far from unhealthy.

The High School and Modern School for girls;

As between the High and Modern Schools for girls there has been no actual overlapping, although it is perhaps unfortunate that the Girls' Modern School, instead of giving itself a distinctive character by adopting a curriculum of modern type, has hitherto been content with giving an ordinary literary education,

on the same lines but not so advanced as that given at the High School. The numbers at the Modern School have been comparatively small (150), and it has never taken the same position as the Modern School for boys. In consequence there have been, as I gather, rather more scholars below the professional class at the Girls' High School than at the Grammar School, but, since there was ability and willingness to pay the higher fee, it can hardly be said that the Girls' High School competed unduly with the Modern School.

The real competitors of the Modern School have been the elementary school, which I have mentioned, and the smaller private schools.

Private and endowed schools for girls at Bedford.

The large high-class private school above referred to, with its 180 girls, cannot be said to compete unduly with the endowed High School. The aim is somewhat different, and there is room for both, some parents preferring the greater selectness of a private school, others the guarantee of greater publicity. The tuition fee is practically the same, rising to a maximum of 12 guineas, as against 12*l.* at the High School, so that there is no underbidding. It is indeed a curious fact that the numbers at this private school, so far from being diminished by the establishment of the endowed High School, increased thereafter by leaps and bounds. It is obvious that a private school, to maintain itself against so successful an endowed school in a place so alive to the importance of education as Bedford, must itself reach a very high level. The school in question, which has the assistance of masters from the Grammar School, does in fact send in candidates with success, though fewer in number, for the same high examinations as the High School, *e.g.*, the London Matriculation and Intermediate B.A., and the Cambridge Senior and Higher Locals, and the school is examined annually by a nominee of the London University.

Two other private schools in the place, one with 30 day scholars at a 12 guinea fee, and 22 boarders, the other with 10 day scholars at a fee of from 9 to 15 guineas, and 45 boarders, appear also to reach a high level.

Such emulation, leading to so high a standard in private schools, is hardly to be deprecated.

The Kindergarten and other preparatory schools, and the lower forms at higher schools.

The relation of the preparatory schools to the more advanced schools is one of special interest in Bedford. Besides a large number of small private schools (it is said that 18 have been established in the last few years) there is in Bedford a very flourishing Kindergarten School, semi-public in character, managed by a local Kindergarten Company. In connexion with the school is a training college for the training of Kindergarten teachers, who come here from all parts of the kingdom to learn their trade. There is accommodation in the school for 150 children, the present number being 120. The training college, which is among the most important of its kind, contain

at present about 60 students, who, under the supervision of older teachers, give occasional instruction in the school.

The headmistress, who has great enthusiasm for Froebel's methods, has developed the Kindergarten School into a preparatory school conducted on Kindergarten lines. The leaving age, originally eight, has recently been extended to ten, and the curriculum embraces Latin, French, and elementary science. Through this extension the school is brought into rivalry with the lower forms of higher schools. The Kindergarten, in fact, professes to keep boys till they are ready to enter the Second Form at the Grammar School. On the other hand, the headmaster of the Grammar School feels strongly the importance of getting his boys young, and has started a preparatory class, which may perhaps develop into a separate school, under the same headmaster, for boys as young as seven. The Kindergarten system is not found to fit in well with the methods of instruction at present pursued at higher schools, and the higher school naturally wishes to begin the training of its scholars on its own lines as soon as possible. It is, moreover, found that parents do not like their children to change schools too soon, and that if a boy once enters a preparatory school he is apt to stay there some years.

A preparatory school of a distinctive type, with methods and ideals of its own, and not merely following the lead of the schools for which it is preparing, will almost inevitably overlap them. It is of course a very different matter where the preparatory school is directly in touch with the higher school, accepting its standard and competing for its entrance scholarships. But such a school must almost necessarily be of a private character; if it has a public position and an independent status, it will almost inevitably, under an able teacher, have aims and ideals of its own.

The ideal of the Bedford Kindergarten is that education throughout should follow Kindergarten methods, but for this the educational world is not yet ripe.

The other preparatory schools in Bedford are none very large, are boarding as well as day schools, and prepare as much for the great public schools elsewhere as for the Harpur Trust Schools. One of the three chief preparatory schools prepares, in fact, almost entirely for the great public schools, and the other two, which prepare mainly for the Grammar School, contain only 60 and 32 day boys respectively. Nevertheless, although the competition is not very serious, it is partly to the influence of these schools that the late age of entrance at the Grammar School and Modern School is attributed, the average being now 14, which tallies with the ordinary leaving age at the preparatory schools. But the peculiar circumstances of Bedford residents, a large proportion of whom come from India and the Colonies at a time when their children are already in their

teens, must also be taken into account. Such children will, in some cases, entering at 13 or 14, have had practically no prior education, coming as they do straight from abroad.

Overlapping of other educational agencies. The relation between the county council and the Science and Art Department.

17. I turn from this question to the overlapping of other educational agencies.

The Bedfordshire County Council has set before itself the importance of not interfering with any work already being done, and has endeavoured in particular to supplement without collision the work of the Science and Art Department.

Advanced stages of subjects provided for by the Department receive no grants from the county council, but the work of the Department in elementary subjects is supplemented as follows:—For every student in a class, not exceeding 30 students in all, who sits for the Department's examination in the elementary stage, a grant of 5*s.* is paid, subject to the methods of instruction being approved by an inspector appointed by the technical education committee.

This system of paying for attendance at examination rather than for examination results would appear at first sight to afford no guarantee against "bogus" candidates, but the committee trust to the Department itself, by stringent penalties, making such deception practically impossible.

In regard to higher subjects a careful examination of the Department's regulations has been made to discover subjects not provided for by the Department, and, for aid to these, the following system has been adopted:—

Grants are made to local committees for classes in approved subjects under three heads—

(1) maintenance;
(2) apparatus;
(3) payments for teaching.

Grants (1) and (2) are made at the beginning of the course, and save the class from being, as appears to be too often the case with science and art classes, the private venture of the teacher, conducted on his sole responsibility, under a nominal committee. The grants are made after consideration of a detailed estimate as to rent, fuel, lighting, &c.

Grant (3) consists of a capitation payment of 1*l.* per head on the first 10 students, and 10*s.* per head on other students, and of a further variable payment of 1*l.* or 10*s.* per head, according to the report of an inspector, appointed by the technical education committee, as to the efficiency of each student.

The relation between the town council and school board at Luton.

In this way, where the technical education committee has itself controlled expenditure, any clashing with the work of the Department has been avoided, but at Luton, where the control has been handed over to another body, the Luton Town Council, it is not so clear that there has been no overlapping.

Evening classes, in connexion with the Science and Art Department, have long been carried on by a committee of the

Luton School Board at the higher grade school. The Luton Town Council, however, has, out of the grant of 350*l.* received from the county council, set up other classes of a very similar character, and, although some care has been taken to avoid choosing the same subjects, I nevertheless feel that these classes could, almost without exception, have been carried on as well by the school board committee under the Science and Art Department.

The relation between similar bodies at Bedford.

The same thing is true, to a large extent, of Bedford also, where there are actually three agencies for the supply of evening classes in science and art, the Harpur Trust, a local technical education committee, elected at a public meeting in Bedford, and a science and art school, now mainly for drawing and painting, and practically a private venture. There is careful co-operation between the Harpur Trust and the local technical education committee so that the subjects taken shall not overlap, and educational enthusiasm runs so high in Bedford that there is room for a good many such classes, but there nevertheless seems some waste of energy in such diversity of administration.

Evening classes under county council and under the Code.

There is perhaps also some danger of overlapping between the classes in agriculture under the county council and evening continuation classes under the new Code. It is feared that in some cases grants may have been obtained for the same class under both heads.

Avoidance by the Bedfordshire Technical Education Committee of payment on examination results.

18. The attempt of the Bedfordshire Technical Education Committee to avoid, in its system of grants, evils which were supposed to attend the system of the Science and Art Department is interesting. The evils arising from payment on examination results were much commented on by clerks of committees and others with whom I conversed. In the absence of subscriptions, which appear, since the county councils have been entrusted with public funds for technical education, to have grown very rare, a science and art school is almost of necessity the private venture of the teacher, and the control of the committee becomes merely nominal. I understand that, both at Bedford and Luton, the principal teachers of the science and art classes take the whole grant. The danger ensues that the teacher, depending for his salary entirely on examination results, will treat his class too much from a commercial standpoint, will take up only those subjects which pay best, and will overwork his students in order that they may gain for him the highest possible grant.

The system of the Bedfordshire Technical Education Committee seeks to avoid these evils in three ways—(1) by providing a grant for maintenance, which relieves the teacher of part of the financial responsibility and gives the managing committee some financial control; (2) by making the capitation grant in subjects not provided for by the Department depend on teaching capacity as tested by numbers and by inspection; and (3), in the elementary stages of subjects provided for by the Depart-

ment, by making the grant depend on the number of candidates prepared for examination, rather than on the comparative accident of the results in the examination itself. It is obvious, however, that this last device is one which might open an easy door to fraud in the absence of such stringent penalties as are above referred to.

Further, the support by the technical education committee of classes in subjects not provided for by the Department removes, to a large extent, the temptation under which teachers have lain of choosing only those subjects on which high grants could most easily be earned, and encourages the more specialised treatment of branches of study aided by the Department on more general lines; but the fact remains that the work and methods of the Department still hold the field, for county council subjects likely to be taken up are comparatively few in number, the subjects provided for by the Department being those which appeal most to an ordinary audience, and to which an ordinary teacher is most accustomed.

The religious question in Bedfordshire

19. Among the questions which are to the fore among the educationalists of the county the religious question is happily not one.

From my experience as an Assistant Charity Commissioner in other counties I can say that the conscience clause, on which so much stress was laid during the passing of the Endowed Schools Act, is in practice appealed to marvellously seldom; and what I hear in Bedfordshire agrees with this experience. Nowhere in the county have I heard of any difficulties arising on religious questions, whether in public or private schools, and the following may, I think, be taken as typical cases:—

At school (*a.*), which has a Church of England chapel and chaplain, I am told that dissenters regularly attend the services in the chapel; the catechism is taught only to candidates for confirmation, while from the ordinary religious instruction, which consists of scripture only, there are no claims to exemption.

At school (*b.*), where the religious instruction is not specially denominational, no claims to exemption among day scholars were remembered and only one (by an Agnostic) among boarders, while among the boarders two dissenters and a Jew go to church with the rest.

At school (*c.*), a girls' school, exemptions have been asked for only by Roman Catholics; there have never been more than two such claims at a time, and at present there is only one case, although there are children from three Roman Catholic families in the school.

At school (*d.*), a large private girls' school kept by a Nonconformist minister, the religious instruction is practically confined to the Scripture work of the Cambridge Local Syllabus, and, although more than half the scholars are members of the Church of England, and there have been Roman Catholics among them, no religious difficulty has ever been felt.

20. Until the last few years the chief (and except for the directors of the County School the sole) authority in Bedfordshire having control of secondary education has been the governing body of the Harpur Trust at Bedford.

How far is there need of greater union among the educational authorities of the county?

In the last few years, through the operation of the Local Taxation (Customs and Excise) Act, 1891, there has arisen in the county another and independent authority with public funds allocated to a branch of secondary education. There has also been established under its own governing body a grammar school at Dunstable, which, however, affects but very slightly the province of the Harpur governors.

Relation of the technical education committee of the county council to the governors of the Harpur Charity.

The evils arising from a variety of jurisdictions have thus been in Bedfordshire comparatively little felt.

It is possible, indeed, that closer relations between the county council and the Harpur governors might have resulted in the devotion of a larger share of the local taxation money to secondary education proper, or to technical education at secondary schools, but there has been no antagonism between the two bodies, and grants for workshop and laboratory equipment have been made, although somewhat apologetically, to the Grammar School itself. The idea of the technical education committee appears to have been that the Harpur Trust was so rich as to be practically outside the scope of county council aid, and that the Bedford schools, appealing to a special *clientèle* of their own, which has no connexion with the county but the accident of temporary residence, are a thing apart, hardly to be reckoned with in any general system of county organisation. Had the county council been brought more into touch with the governing body at Bedford, it would, I think, have been seen that the Harpur Schools were, in fact, doing far more educational work for the county than was at first supposed, the Modern School, at any rate, drawing as many as 100 boys from places in the county, mostly rural, outside Bedford, and the Grammar School also receiving not a few from the same source; both schools being also largely attended by the normal residents in Bedford itself, professional men, the better class tradesmen and others, among whom are children coming from the public elementary schools, either as holders of scholarships of 15*l.* a year with remission of fees granted by the Harpur Trust, or, in the case of the Modern School, as paying scholars: it having even happened that boys from public elementary schools in Bedford have eventually gained leaving exhibitions tenable at Oxford or Cambridge.

If this aspect of the Harpur Trust had been more clearly before the minds of the technical education committee, the scholarships established by that committee might perhaps have been made tenable at the Modern School instead of, or as well as, at the County School, which, as I have shown, belongs in practice far less to the county than the Harpur Schools, but

which the technical education committee has aimed at treating as the farmers' school for the county.

Further, a more intimate knowledge of the finances of the Harpur Trust would have shown that a gross income from endowment of 15,000*l.* a year, educating about 5,000 children at four secondary and four elementary schools, and providing to the extent of one-eleventh for elementary purposes, leaves something to be desired in the way of increased funds.

The efforts of the committee, more or less indirect, to revivify the County School in the interests of the farming class have so far failed. Could the county council have taken over the school altogether and an agricultural department been developed, in connexion with the system of agricultural instruction in the county, organised by the technical education committee, the school might, with a differential fee in favour of Bedfordshire boys, have fulfilled a definite and distinctive function in the county, while at the same time interfering little, if at all, with the Harpur Schools.

Should any county authority for the control of Secondary Education generally in Bedfordshire be established, it appears to be eminently desirable that the governors of the Harpur Charity and the directorate of the County School should be represented upon it. It is the opinion of one best qualified to judge that such a county authority should be, not a mere expansion of the existing technical education committee, but a new and separate body.

and to the Luton Town Council;

To some extent the want of closer connexion between the county council and the local educational authorities has been felt at Luton also. The grant from the county council to the Luton Town Council for the purposes of technical education, 350*l.* a year, supplemented by no aid from endowment, in a poor and populous borough of 30,000, only exceeds by 50*l.* the grant paid to the local technical education committee in the richly endowed town of Bedford, with its population of 28,000. Increase of the grant to Luton might have made possible an application of the money more distinctive in character and less on the lines of the work already done by the school board committee. I do not intend to imply that a further grant might not be forthcoming, should the authority at Luton propose the establishment of a technical or semi-technical school there; I am told that any effort on the part of Luton in this direction would be encouraged; but the initial grant was in fact too small for anything on a large scale to be attempted, and it seems to me that the county and local authority in this case have not been sufficiently in touch.

need of a united authority for Luton.

The main educational work of Luton has hitherto been conducted with no little enthusiasm by the school board, and there would certainly be a danger, were a technical or science school established by another and altogether independent authority, of some collision between that school and the existing higher grade school.

It is true that unity of control will not altogether do away with the risk of overlapping; of this the rivalry between the elementary and modern schools at Bedford, managed by the same governing body, is an instance. Unity of governing body will not abolish rivalry of headmasters, but it may be expected to minimise it, and some bringing together of the town council and school board of Luton in one educational authority and the connexion of both with the county council is the goal to which facts and opinions point. The fact that, while a laboratory has been built in the town out of local taxation money for chemical classes, the higher grade school is still left without a laboratory, is especially noteworthy. A grant of 120*l.* was offered to the higher grade school by the county council, subject to the provision of a building, but this could not be arranged, and the town council gave no help.

The organisation of private schools.

21. In what way the private schools of the county should be brought into line with the public organisation of secondary education is a question of much difficulty. There are, as I have indicated, private schools for girls at Bedford, Dunstable, and Luton, and for boys as well as girls at Biggleswade, which appear to deserve recognition. The principal teachers expressed great readiness to submit to a system of registration of schools (involving inspection of buildings and examination of scholars by some external authority) and of registration of teachers, if allowance were made for long established members of the profession. As many as three teachers appeared willing to submit also to local supervision, but one or two would only accept supervision by a central authority, such as, indeed, a system of registration would appear properly to imply.

If, however, the private schools are to be taken into account by the local authority as contributing to the necessary supply of secondary school accommodation, it would appear to be requisite that such authority should have at least some powers of inspection. But recognition would probably be easier under a more centralised system.

Means of supplying existing deficiencies; difficulty of diverting technical education funds in Bedfordshire from their present objects;

22. As regards the supply of existing deficiencies there appears to be little room for doubt that the technical education funds cannot well be diverted from their present or intended future application. It is possible that some items of the present expenditure may be gradually reduced, to permit the establishment of a farm school and of a housekeeping school, but no branch of the work now done would be voluntarily abandoned, and any such branch would be voluntarily curtailed only with a view to the carrying out of other objects of a distinctly technical character. There would thus be no surplus for ordinary secondary education.

local feeling as to the levying of rates.

I took some opinions on the question how far the necessary provision could be left to the local rates. At Luton it was the

for secondary education;

opinion of the mayor that, when once a secondary school was fairly started, there would be no difficulty in raising a moderate rate to support it; but that a rate for the first establishment of a secondary school would not commend itself. At Leighton Buzzard a leading resident was inclined to think that, in face of school board rates for elementary education, the middle class ratepayers might view with favour expenditure out of rates on a form of education by which they themselves would mainly benefit. He was rather startled by a hint at the probable cost of first establishment, and advocated strongly as regards capital expenditure a system of grants in aid of local contributions, such as was followed by the Charity Commissioners in the administration of the City Parochial Charities Act. The fact that the middle class were beginning to use so largely the public elementary schools seemed to him to be of good augury for the future of secondary education, since they would feel the need more and more of schools to take their children a little higher than the ordinary labourers' children.

It was the strongly expressed opinion of one of the chief public men in the county that rating for the purposes of secondary education should, in the first instance at least, (and could with safety) be left to the discretion of the local authority

how far can secondary schools in the county be self-supporting?

From my experience in other counties I should say that middle schools for girls at a fee of 6*l.* to 8*l.* may be nearly self-supporting when once erected, and that boys' middle schools of a literary type at a fee of 8*l.* to 10*l.* will require but little annual support. It is the school at a fee of 5*l.* to 7*l.*, especially if the numbers are small, which most needs external aid.

how far can the grant to organised science schools be made available?

At present such schools, of the type of the Modern School at Bedford, rather stand aloof from the system of the Science and Art Department. They have hitherto been prevented from obtaining grants as organised science schools, partly by the requirement that 15 hours a week should be devoted to science and mathematics according to a fixed curriculum, partly by restrictions on fee and class of scholars. If these restrictions were modified, so as to allow of schools like this and the Dunstable Grammar School earning capitation grants, the problem of the provision of secondary education would be much simplified.*

The system of grants on examination results is similarly not well adapted, and is, I suppose, scarcely intended, to aid schools of this type. It is suited to individual cases rather than to the support of schools, and I find the second grade schools of Bedfordshire, while allowing individual scholars to enter for these examinations, making no general use of them. The opinion of all those with whom I spoke in the county, except one or two teachers, was altogether in favour of making the grants depend on inspection rather than on examination.

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* I understand that these restrictions are, in fact, already modified, or are about to be modified.

As regards the more sparsely populated rural parts, I should not suggest the establishment of any central schools, at least until there is a demand for them, which at present there is not. Here the county council appears to be doing just what is wanted, improving, through the improvement of the teachers, the elementary school, which is attended by all classes from farmers downward, and making possible the establishment of evening classes which shall really be continuation schools. Every encouragement should be given to children to carry on their education at such classes without a break after leaving the day school, and for this reason it is perhaps unfortunate that the Technical Instruction Acts allow no grants to be made in respect of children still in attendance at the public elementary schools, it being the opinion of teachers that the best way to secure this continuity is to induce the children to begin their attendance at evening classes while still at school. But the fact that under the system of the Bedfordshire County Council the teacher in the day school and at the evening classes will be the same is a potent instrument to weld both together and help on the desired continuity.

little difficulty in meeting needs of the rural districts.

A system of day scholarships (supplemented by a few boarding scholarships) taking children to secondary schools at Bedford, Dunstable, and other centres in which schools may be established within the county, and to Wellingborough, Kimbolton, Berkhampstead, and Hitchin outside the county, appears to be all that is necessary to complete the provision of secondary education in the rural districts. At present it seems clear that there is little or no demand for such scholarships, but the demand may be expected to grow with improvement in the village school. As the demand grows, it could probably be met out of Local Taxation money, or by a county rate, if rating powers for such a purpose were conferred.

23. I have indicated that it would probably be necessary to make scholarships for Bedfordshire children tenable at schools (among others) outside the county, and scholarships for children from adjoining counties might similarly need to be made tenable at schools in Bedfordshire. This appears to imply at least some connexion between the local authority in Bedfordshire and the authorities of adjoining counties. As a matter of fact there has been already a certain *rapprochement*, teachers from Hertfordshire having attended the Summer Agricultural College at Bedford at the expense of the Hertfordshire County Council, and the Buckinghamshire County Council may, it is said, make a similar arrangement next year; but there has been no such co-operation in the establishment of schools as has taken place on the part of Surrey with Middlesex and Kent. I gather that there is in Bedfordshire a strong local feeling which might prevent much joint action with other counties. Moreover, the existing scheme for the Harpur Charity, which gives preference

Little chance of combination between Bedfordshire and other counties.

to Bedford boys when the schools are full, would require modification if places were to be reserved for scholarship holders from outside the county, although I do not gather that such modification would be opposed on the part of the Harpur governors.

The Bedfordshire County Council rather stands apart in its administration of the technical education grant, and is justifiably proud of much of its work. Buckinghamshire and Hertfordshire have, to some extent, followed suit, but Northamptonshire, and even Hertfordshire in much of its expenditure, have adopted very different methods, making considerable grants to the grammar schools of the county. In the relations, however, of Bedfordshire to Buckinghamshire the county feeling comes out strongly, as evidenced in the reception of the proposal to unite Leighton Buzzard with Buckinghamshire, in which its suburb Linslade actually lies, and I doubt whether co-operation for the establishment of secondary schools even between Bedfordshire and Buckinghamshire would be at all easy.

Unique position of the county.

Although Bedfordshire is a small county, its position is in many ways unique, and a system which is to be applied to it in combination with other counties will need to be elastic.

I am, &c.

17th October 1894. R. E. MITCHESON.

The Secretary,
Royal Commission on Secondary Education.

REPORT

BY

H. T. GERRANS, Esq.,

ON THE

SYSTEM OF SECONDARY EDUCATION IN THE COUNTY OF DEVON.

TABLE OF CONTENTS.

	Page
Introductory Remarks	43
I. Overlapping	
(*a.*) Between Elementary and Secondary Schools	45
(*b.*) Between Secondary Schools, and Local Universities, University Colleges, or Technical Institutions	48
(*c.*) Between Secondary Schools intended to be of different types or grades.	53
II. The supply of Secondary Education	54
Endowed Schools	54
Proprietary Schools	54
Private Schools (Causes of their success)	55
(*a.*) Financial	55
(*b.*) Educational	56
(*c.*) Disciplinary	56
(*d.*) Social	57
III. The Working and Influence of the System of Science and Art Grants, particularly in connexion with Grants under the Technical Instruction and Local Taxation Acts	57
Grants	57
Technical, Science, and Art Schools	60
Secondary Schools	61
Scholarships, Exhibitions, Bursaries, and Studentships	61
County Boroughs	62
IV. Decay or Inefficiency of Endowed Schools	64
(i.) Smallness of Endowment	65
(ii.) Competition (*a*) with Private Schools (*b*) with neighbouring Endowed Schools	65
(iii.) The Composition of Governing Bodies	66
(iv.) The absence of an ideal for Second Grade Schools	66
V. Deficiency in the supply of Secondary Education	69
Rural Districts	71
Conclusion	76
Appendix	79

Report on the System of Secondary Education in the County of Devon by H. T. Gerrans, Esq.

SIR,

I HAVE the honour to submit my report on the investigations which I have conducted within the county area of Devon, in accordance with the instructions received from you.

It should be noted at the outset that it was not the intention of the Commissioners that I "*should frame an exhaustive "statement of the existing supply or deficiency of secondary "schools,*" nor would this have been possible within the limited time allotted to me. It did not, further, fall within my province to conduct any examination which should test the efficiency of any school or schools. In very few cases did I accept the invitation of the head of a school to inspect the buildings and apparatus, and in no instance did I omit to state that such inspection was unofficial. I considered it, however, to be my duty to solicit and compare the opinions of qualified persons as to the nature of the instruction given in certain schools.

Before proceeding to the district assigned to me, I received from the Secretary a digest of the answers to the circulars sent to the endowed secondary schools and also a copy of the return made by the organising secretary of the Technical Education Committee of the Devon County Council. At the end of July I attended at the office of the Commission and extracted certain information from such returns as had been received from proprietary and private schools. (I regret to say that not all the former and far less than half the latter replied to the questions of the Commissioners.)

During the two months which I spent within the county area I was brought into contact with all classes of persons, and nothing could exceed the courtesy with which I was everywhere received. Even those who bewailed the consequences (as they alleged) of education, and would fain see a return of the times when a girl "could sew and dust" and a lad was ready for farmwork at ten years of age, were willing to make suggestions which frequently had value: while the hopeful interest taken in the inquiry by some of the lower middle class was one of my most pleasing experiences. Amid so many who were helpful, it is difficult to mention individuals; but my thanks are especially due to Mr. C. T. D. Acland, chairman of the Technical Education Committee of the Devon County Council, and to Mr. E. H. Brodie, Her Majesty's Chief Inspector of Schools, from and through whom I obtained a vast amount of useful information, and whose ready aid enabled me to accomplish more than would otherwise have been possible.

While it was usually more convenient for me to make notes of opinions, &c. during the progress of an interview, these were not infrequently supplemented by written memoranda on special points, which were kindly supplied at a later date. Several persons, also, whom I was unfortunately prevented from visiting, favoured me with a written expression of their views on certain matters within the scope of my investigations.

Before I pass to the details of my report, it is desirable that I should refer to certain statistics, in order that the Commissioners may recognise the peculiar nature of the educational problem in Devonshire.

The shire is the third in England in respect of area (the West Riding of Yorkshire and Lincolnshire alone being larger), but the twelfth in population (1,655,208 acres; 631,808 souls in 1891). Of this population little more than one half is to be found in towns of 4,000 inhabitants and upwards, as is shown by the following table:—

Municipal Boroughs.	Population in 1891.	Other Towns.	Population in 1891.
Plymouth	84,000	East Stonehouse	15,000
Devonport	55,000	Newton Abbot	11,000
Exeter*	37,000	Teignmouth†	8,000
Torquay†	26,000	Exmouth†	8,000
Barnstaple	13,000	Brixham	8,000
Tiverton	11,000	Ilfracombe†	8,000
Bideford	8,000	Paignton†	7,000
Dartmouth†	6,000	St. Mary Church†	7,000
Totnes	4,000	Dawlish†	4,000
		Crediton	4,000
		Sidmouth†	4,000

* Parliamentary borough, 50,500.
† Watering places.

There are thus three county boroughs, viz., Plymouth, Devonport, and Exeter.

The population of "the three towns," viz., Plymouth, East Stonehouse, and Devonport, is stated to have been 137,664 in 1881 and 138,996 in 1891.

The county is very hilly, and includes the large waste district of Dartmoor Forest (nearly 100,000 acres) and a portion of Exmoor. The manufactures are few and, on the whole, of no great importance. Potters' and china clay are the chief mineral productions, and are for the most part procured from the neighbourhood of Newton Abbot; but the copper and tin mines of West Devon continue to be worked, though with diminished success. A large number of persons are necessarily employed in catering for the wants of visitors at the numerous and popular watering places. The great source of wealth is, however, husbandry, and Devon must be deemed to be essentially an agricultural county. I venture, therefore, to draw the careful

attention of the Commissioners to the large and scattered rural population, as this point is one of fundamental importance.

From the outset it has been frequently pointed out to me that the problem of the organisation of Secondary Education in rural districts is essentially different from that presented by towns. It has also been urged that the experience gained by the provision of a complete school-system for an urban population is of comparatively little value, when the needs of a rural population are under consideration, and is, indeed, in the absence of separate and special investigation, more likely to mislead than to assist The needs of the children are different; town-bred boys and girls but rarely require preparation for a country life, while those brought up in the country may elect to migrate to the towns or may prefer rural pursuits. The capacities are different; country children are usually more sluggish and develop more slowly and somewhat later. The home influences are different: frequently—I fear one must say, usually—the country child finds no intellectual stimulus in its home, where physical exhaustion and an ingrained indifference to education cause the parents to hinder, rather than to assist, the young aspirant after knowledge. The country child is subject to less stimulating impressions: it is not rendered alert by crowded streets: it is out of the world.

In rural districts the question is also complicated still further by the impossibility of placing secondary schools within easy reach of every child. Even in the elementary schools, which are obviously much more numerous than secondary schools could be, irregularity of attendance is in some parts of the county common in the case of the children of small farmers, and (though to a less degree) of labourers, living at a distance.

The importance of this aspect of my subject induced me to discuss it with most of the ladies and gentlemen whom I had an opportunity of consulting during the latter part of my stay in the county. All, without exception, supported the contention of my earlier informants.

In due course, therefore, I propose to enter at some length into the question of Secondary Education in rural districts.

I now proceed to report on the specific points which are enumerated in my instructions.

I.—*Overlapping.*

I. Overlapping.

(*a.*) *Between Elementary and Secondary Schools.*

In Devonshire the higher grade board school is a plant of recent growth. The enterprise of individual headmasters had, however, induced the managers of voluntary schools in Plymouth and Devonport to sanction the provision of more advanced teaching and, in some cases, the formation of an upper department for definite secondary instruction. These upper departments appear to have been progressive, while the teachers have displayed readiness in meeting new demands.

I treat the cases of these two towns separately.

I. Overlapping.

Plymouth.—About three years ago the school board established a higher grade school as a department of an existing elementary school. (A new building is now in course of erection as a higher grade school.) The existing school is attended by thirty boys beyond the standards, and no girls. No fees are charged, and the school is supported partly by grants received from the Science and Art Department after the annual examination (in 1893, 51*l.* 14*s.* 0*d.*) and partly out of the rates. (I am informed that the average cost per child per annum in *all* the board schools is 2*l.* 8*s.* 4*d.*)*

All the best voluntary schools appear to provide some Secondary Education, and there are signs of unwillingness on the part of elementary teachers to let promising pupils pass to secondary schools, even when the children obtain or are offered scholarships. The headmaster of Plymouth College (a first grade school) gave me the following instance amongst others:—

A pupil of a national school having done well in the Cambridge local examinations, it was suggested to his headmaster that the lad should enter for a scholarship at Plymouth College. It was stated in reply that the boy was going to compete for a naval clerkship (the minimum age for entrance being 17 and the examination including, *e.g.*, the writing of continuous Latin prose), and that he would obtain the necessary instruction at the national school.

The case of the Plymouth Public School merits special notice. This is a public elementary school (not under a school board) with upper departments. It was established in 1809 and provides accommodation for an average attendance of 1,950 boys and girls. In each of the 12 years 1877–88 the number on the books exceeded 2,000, exclusive of the pupils in the science, art, and evening schools. The headmaster states: "At the present time "about 450 boys and girls may be considered as receiving "Secondary Education." The managers provide twelve scholarships of the annual value of 5*l.* 5*s.* for competition amongst boys who have passed Standard VII. at the school. Such scholarships are tenable for two years, and have hitherto been awarded after the visit of Her Majesty's Inspector.

I suggest, therefore, that there is overlapping between the elementary and secondary schools, but it is probable that it has been encouraged by some of the causes which have produced and maintained the popularity of private schools in Devonshire, and to which it will be my duty to refer in the proper place.

In this connexion the following remarks of a competent local witness may be quoted, as indicating what he considers to be the results of this competition between schools of different types (as well as of the want of system in the supply of education):—
"I do not think that able boys have had justice done to them in "Plymouth. All schools, even elementary schools, have clung "more or less successfully to their clever boys: none are willing

* According to the conventional mode of reckoning *i.e.*, excluding grants.

" to allow that there is any branch of work, which they cannot I. Overlapping.
" manage as efficiently as another. It is a significant fact, that,
" to the best of my belief, only two boys in the last ten years
" in these three towns have won open scholarships at Oxford
" or Cambridge: and I attribute this, not to a want of ability,
" but to the fact that clever boys have been isolated, have
" never had any proper standard whereby to measure themselves
" and have been content with achievements below their ability.
" At the same time, I hope that this is being mended."

Devonport.—I attended a meeting of the school board at the request of its chairman and drew attention to those matters with respect to which it seemed desirable to seek the opinion of the board. At a later date I was favoured with a document containing valuable information as to matters of fact, and setting forth the views of the board on certain important points. This document has been of great assistance to me, and from it I extract the following account of the higher grade board school.

"The school board established a higher grade school about twelve months ago. The boys' department is divided into a higher and a lower school. The higher school is an 'organised science school,' recognised by the Science and Art Department, and the lower is an elementary school within the meaning of the Education Acts.

"In the higher school the ages vary from twelve years to fifteen or sixteen years, and in the lower school from eight to twelve years.

"The curriculum of the higher school embraces elementary Latin and French, mathematics, (stages i.–iv.), magnetism and electricity, theoretical and practical inorganic chemistry, physiography, freehand and model drawing, English grammar, and general geography. In the lower school, besides the usual subjects according to the code (physiology and geography are 'class' subjects), the following subjects are taught as preparatory to the organised science or higher school:—

"French, Euclid, and English grammar in all classes.

"Algebra and Latin in Standards V., VI., VII.

"Her Majesty's Inspector does not examine in any of these extra subjects.

"There is a chemical laboratory with twenty benches and all necessary appliances. And there is a complete set of apparatus for illustrating all the scientific instruction throughout the school.

"The number of boys in the higher school is 54 and in the lower school 247.

"In the girls' department of the same school botany and secondary (*sic*) drawing are taught as science subjects to 28 pupils."

In the case of Plymouth it has been pointed out that the Plymouth Public School has served as a pioneer in educational

I. Overlapping. methods. As need arose, it ceased to confine its attention to elementary education and added various upper departments in succession. A similar phenomenon is exhibited in Devonport. Stoke Public School has been in existence more than 70 years, and is thus but little younger than its neighbour. The school is vested in trustees. The mayor is *ex-officio* president, and there is a committee of management and a ladies' committee. There are three departments, one of which is a public elementary school (not under a school board). Of the other two, one contains classes beyond the standards (the average fee being 2*l.* 8*s.* per annum), while the other—a recent addition—is styled the Naval, Civil Service, and Commercial Department (average fee 5*l.* 5*s.*). The upper divisions of these departments, together, constitute an organised science school and provide Secondary Education for about 200 boys.

It cannot, I think, be doubted that these two schools—the higher grade board school and the Stoke Public School—overlap existing private schools, but the latter have, during the last 30 years, been small and few, and do not appear to be increasing. No harmful results of such competition are apparent.

Rest of Devon.—I can find no trace of overlapping of elementary and secondary schools elsewhere. Principals of secondary schools appear to indorse the following opinion of the head of a second grade endowed school:—"One of "our greatest difficulties in dealing with boys who come to "us from elementary schools lies in the fact that at a "comparatively advanced age they have to do the very "beginnings of many subjects," and, instead of complaining of competition suggest that the preparatory education is insufficient.

(*b.*) *Between Secondary Schools and Local Universities, University Colleges, or Technical Institutions.*

There are no local universities or university colleges in the county.

The technical institutions are four in number, viz.:—

1. Plymouth Science, Art, and Technical Schools.
2. Devonport Municipal Technical School.
3. Exeter Technical and University Extension College.
4. Tiverton Technical, Science and Art School.

To these I propose to refer in order.

1. When the working of the grants under the Technical Instruction and Local Taxation Acts is being considered, it will be necessary to review the circumstances under which the technical school at Plymouth came into existence. For the present it is sufficient to record that there have been two sessions, and that I have been supplied with statistical informa-

tion as to the session 1893-94. The following details are germane to the present subject:— I. Overlapping.

Number of students entered during the session 1893-94.

Day classes:		
Science - - - - - -	117	
Art - - - - - -	71	
		188
Evening classes:		
Science, including Technological and Commercial - - - - - -	374	
Art - - - - - - -	100	
		474
		662

Analysis of the Ages of Students in Day Classes.

Age.	Science, &c.		Art.	
Under 14 - - -	16		3	
„ 15 - - -	3		4	
„ 16 - - -	4		5	
„ 17 - - -	5		2	
„ 18 - - -	3		3	
„ 19 - - -	4		2	
„ 20 - - -	5		2	
		40		21
Over 20 - - -		77		50
		117		71

The day school department is an organised science school under the Science and Art Department, and is stated in the prospectus to be "for students from 13 years of age." For the session 1894–95 all the subjects taught are included in the syllabus of the subjects in which examinations in science and art are held by the Department of Science and Art, with the following exceptions:—

First year's course.—English, two hours per week.
French, three „ „
Second year's course.—English, two hours per week.
French, three „ „

It is prescribed in the prospectus that "in the case of those "subjects which are examined by the Department of Science and "Art, or City and Guilds of London Institute, students must "attend the classes at least 20 times before the examinations, "and present themselves at the latter or pay double fees before "June 1st, 1895." I am also informed that there is no entrance examination for the purpose of testing the qualifications of intending students, and I understand that no one has hitherto

I. Overlapping.

been refused admission. During the session 1893–94 scholarships were held by 21 day students from 13 to 16 years of age. The above analysis of the ages of the students attending these classes indicates, therefore, that the new institution has not yet succeeded in attracting many pupils from secondary schools. The principals of the latter, however, are of opinion that there may be serious competition in the immediate future, and suggest that day students should not be accepted at so early an age. They point out that the children are in this case deprived of instruction in nearly all branches, save those which are technical and scientific, before their general education has reached a sufficiently advanced stage.

It should also be mentioned that the authorities of secondary schools have been offered the use of the laboratories in the technical school, but that no school has hitherto availed itself of the privilege. Principals, who regard the young institution as a probable rival, doubtless shrink from accepting the offer, while many give instruction in elementary science as part of their ordinary curriculum.

The Plymouth Science, Art, and Technical Schools are under the Technical Instruction Committee of the council of the county borough.

2. In like manner the Devonport Municipal Technical School is controlled by the Technical Instruction Committee. The course of instruction is similar to that in the Plymouth school, but the accommodation and equipments are recognised to be less satisfactory.

The third technical institution to which reference has been made, viz., the Exeter Technical and University Extension College, being of an essentially different character, it will be useful to consider forthwith the relation to secondary schools of such institutions as those at Plymouth and Devonport. On this point very divergent views have been expressed. The Devonport Technical Instruction Committee state that "they are of "opinion, based upon an experience gained by them prior to and "since the establishment of the school, that, for students who "have passed through the elementary schools, and entered upon a "course of study in technical and commercial subjects, the central "system adopted by them has many advantages, and is much "more effective than a system with the classes distributed among "a number of schools distantly situated from each other." (It should be remembered that a large majority of the children in Devonport have attended a public elementary school.)

With this opinion the principals of secondary schools do not agree. Their objection to the almost total elimination of literary subjects from the programme of the technical school has been noted. They do not, however, confine their criticism to this point. Some go farther and question the wisdom as well as the justice of employing public money to provide instruction in elementary science to such day students as might, otherwise, be

attending a secondary school. Such objections appear to be due I. Overlapping.
to a desire to differentiate between a technical college and a technical school. While an institution which is liberally supplied with apparatus and staff, and in which work of an advanced character is done, would be welcomed, it is urged that a new technical school, placed in a town where successful science teaching has been traditional for upwards of thirty years, is a rival enjoying unfair advantages. It is suggested that "the "elementary instruction should, as far as possible, be given in "day schools capable of doing this work efficiently. All such "schools should be affiliated with, or in some way be in touch "with, the central school or college, so that the course of study in "the day school may be preparatory to and lead up to the higher "work of the advanced school." It is pointed out that the system adopted in Plymouth and Devonport results in a waste of energy, elementary work instead of advanced, being done at the technical schools. It is argued that "a comparatively small sum," devoted to promoting the efficiency of elementary instruction in day schools, "would secure a constant flow of properly "prepared pupils to the advanced school, and the high grants "receivable for such (advanced) instruction would more than com-"pensate for the outlay." The neglect of these considerations is ascribed to want of forethought on the part of the promoters of the new schools, who in the judgment of my informants, fail to recognise the true function of such institutions and the best means of realising their highest possibilities. It is also thought that grave injustice is being done, a continuance of which must "ultimately close such good feeding schools (so far as science work is concerned)." Without anticipating that portion of my report which deals with the working and influence of the system of grants, I may indicate here one particular, with respect to which the principals of secondary schools deem that they have good ground for complaint. One of their pupils has, *e.g.*, been under instruction for a year with a view to the examination in the elementary stage of some subject under the Department of Science and Art. Such a lad obtains the mark "fair," and thus earns no grant for his school. He then migrates to the technical school, and, at the end of a session "passes" in the same elementary stage and earns a grant of 2*l.*, "thus the credit and "all the emoluments go to the school with *all* the funds," while the school which was responsible for the grounding receives neither money nor honour. It is asserted that the number of such cases is considerable.

3. Exeter Technical and University Extension College.—This differs from the technical schools at Plymouth and Devonport in its aims as in its government, which are well described in the following extracts from a letter from the honorary secretary, Miss Montgomery:—

"(A.) Exeter is unusually well provided with secondary schools, and with scholarships leading from the lowest to the highest and on to the universities.

1. Overlapping.

"By far the larger portion of children leave the elementary and secondary schools at an early age, with no idea of going to the higher schools, where they do not find precisely such teaching in Latin, modern languages, English, geography, history, and mathematics as would fit them for commercial life, clerkships, civil service appointments, &c.; there was, in fact, great want of such teaching as is given in the German *Realschulen*. This want our college supplies.

"Another important service it renders, by its continual protest in favour of Secondary Education preceding, accompanying, and supplementing technical education. By the establishment of the college, technical, secondary, and higher education have been brought into mutual relationship. The fact that the college buildings are municipal property, and that the technical department is under the control of the council gives stability and a guarantee of permanence, while the university extension department, which provides the larger amount of Secondary Education, is managed by an elected and thoroughly representative committee, the members being selected *ad hoc* by the various public bodies of the city, thus preserving the elements of spontaneity and personal effort which foster enthusiasm and are essential to success.

"Both departments are under the control of the principal—a university graduate. Moreover, we attach very great importance to the measure of university support and control which we enjoy as an 'affiliated' centre: it is a valuable counterpoise to the purely commercial and utilitarian spirit which demands quick returns even at the cost of small profits.

"(B.) There is no institution in the western counties which provides Secondary Education for persons over school age, whether scholars from elementary or secondary schools; the nearest is Bristol University College. I think no scheme of Secondary Education could be considered complete without this, and Exeter is admirably suited, as a large railway centre, to be the site of such an institution.

"The county council are at present devoting most of their funds and energies to continuation schools; after a year or two of such elementary teaching, there should be a considerable number of persons desirous of carrying on their studies to a higher level, and the supply of teachers for continuation schools will require to be maintained, we desire to provide for both these needs as well as for our own citizens. We have the necessary buildings, sufficient 'plant,' and a thoroughly efficient principal, but we have not the funds to increase our teaching staff so as to meet the increasing demands which are already being made on us to multiply our day classes and extend our curriculum.

"If a fixed income available for Secondary Education could be secured to the university extension department equal in amount to that enjoyed by the technical department, there can, I think, be no question that the college would fulfil a very

important and even necessary part in the Secondary Education of Exeter and Devonshire. I. Overlapping.

"The problem how to prevent Secondary School Education from being completely wasted for lack of opportunity and inducement to carry it on after leaving school is a very anxious and complicated one. To a great extent it must be a case of *solvitur ambulando*, and I cannot but hope that by our experiment we may have made some small addition to the stock of practical experience on the subject."

In view of the question of overlapping, it is important to record the composition of the committee of the university extension department, in which the major part of the Secondary Education supplied by the college is provided. The president is the mayor, and there are eight vice-presidents, including the Bishop of Exeter, Sir T. D. Acland, Bart., Sir Stafford Northcote, Bart., M.P. The following are *ex-officio* members:—The chairman of the Technical Education Committee of the Devon County Council, *the principals of the four endowed secondary schools*, the honorary secretaries for the Cambridge local examinations, the honorary treasurer and secretary of the University Extension Committee.

The following public bodies appoint representatives:—

The Town Council	7
The Chapter	1
The School Board	—
The Museum Committee	2
The Literary Society	2
The Co-operative Society	1
The Association of Certificated Teachers	1
The Subscribers	9

It is, I think, certain that this committee has made an earnest endeavour to avoid rivalry with secondary schools, and I have heard no allegations of overlapping. The fact that the principals of all the endowed secondary schools are members of the committee merits notice.

4. The Tiverton Technical, Science, and Art School does not appear to compete with any secondary school, and an arrangement has been made by which the pupils of the boys' Middle School receive their instruction in science at the Technical School.

(c.) *Between Secondary Schools intended to be of different types or grades.*

In the few cases where such schools exist side by side in the same town, the overlapping is inappreciable.

II. Supply of Secondary Education.

II.—*The Supply of Secondary Education.*

It will be convenient by way of preface to give lists of (*a*) the endowed schools, (*b*) the proprietary schools within the county area.

a.—Endowed Schools (all are Boys' Schools, unless otherwise stated).

Place.	Name of School.	Number of Pupils, May 31, 1894.
Ashburton	Grammar School	49
Barnstaple	" "	39
Bideford	" "	24
Bovey Tracey	" "	20
Chudleigh	Pynsent's Grammar School	7
Colyton	Grammar School	24
Crediton	Grammar School	30
"	Dunn's School	37
Exeter	Grammar School	131
"	Maynard's School (Girls')	163
"	Hele's School	215
"	Middle School (Girls')	295
Honiton	Allhallows School	106
Kingsbridge	Grammar School	40
North Tawton	Middle School	46
Ottery St. Mary	King's New Grammar School	in abeyance.
Plymouth	Corporation Grammar School	134
Plympton	Hele's Grammar School	23
Tavistock	Kelly College	80
"	Grammar School	in course of erection.
Tiverton	Blundell's School	246
"	Middle School (Boys')	69
"	" " (Girls')	79
Totnes	Grammar School	34
Uffculme	Ayshford Grammar School	33

b.—Proprietary Schools.

Place.	Name of School.
Boys.	
Newton Abbot	Newton College.
"	Newton Grammar School.
Plymouth	Plymouth College.
Shebbear	Bible Christian College.
West Buckland	Devon County School.
Girls.	
Ashburton	High School.
Bideford	Bible Christian College.
Devonport	Devonport, Stoke, and Stonehouse High School.
Plymouth	High School.
Torquay	High School.

II. Supply of Secondary Education.

Devonshire teems with private schools. Nearly all the Secondary Education for girls is supplied by them, and the major part of that for boys. Their efficiency appears to be as variable as their size. Some stand in high repute and are credited with excellent results; on others I have received unfavourable reports. The total impression left on my mind is that the average standard of quality has risen during the last quarter of a century, *i.e.*, since the date of Mr. C. H. Stanton's report, and that private schools for boys are, *on the whole*, doing better work than those for girls.

The majority of the principals having omitted to make any returns to the Commission, it is impossible to estimate, even very roughly, the total number of boys and girls receiving Secondary Education in schools of this type, or to form an opinion as to the adequacy of the teaching staff.

The existence of an endowed school has affected very diversely the growth and development of private schools in its neighbourhood. At Exeter few private day schools remain, except such as are merely preparatory schools. The efficiency of the endowed schools has been almost fatal to private enterprise. In other places, however, the endowed school has not infrequently found the private school a formidable rival, and in two cases during the last few years, governing bodies of endowed schools have appointed to headmasterships the principals of competing private schools against whom it had proved impossible to contend successfully.

One could not fail to be struck by the strangeness of th phenomenon of a private school holding its own against, or even worsting, an endowed school in a small town; and I accordingly endeavoured to obtain an explanation from competent local witnesses. The suggestions which I received indicated that different causes had been operative in different neighbourhoods, but it seems possible to classify them under four heads.

a. Financial.—The nominal fees are usually lower in the case of private schools and are frequently reduced by arrangement. The schemes of the Charity Commissioners prescribe limits within which the governing bodies of endowed schools must fix the fees. When their amount has been settled, no appeal for a reduction can be entertained. The prospectuses of some private schools, on the other hand, contain no statement as to fees, and I was repeatedly informed that these are a very variable quantity. The habit of bargaining with a schoolmaster is indeed so confirmed that parents when writing for information as to an endowed or proprietary school often ask for "the lowest terms."

The fee payable at an endowed school is generally an "inclusive" one. At a private school there is, as a rule, an initial fee, which covers English subjects, but "extras" are numerous. The latter are optional and frequently not demanded, the father being content with the minimum of education for the minimum fee. The head of a proprietary school, where the charge is

II. Supply of Secondary Education.

advertised as "inclusive," informed me that it is sometimes difficult, or even impossible, to convince parents, who are estimating the probable cost of a child's education at the school, that there will be no additional items in the terminal bill.

b. Educational.—There is, in regard to this point, a marked difference between the arrangements of a private and an endowed school. The head of the former is obliged to ascertain the needs of the neighbourhood and to humour the whims of the parents. Some tangible evidence of educational progress being demanded, the farmer's son or daughter returns for the holidays with a carefully adorned copy-book or an elaborate specimen of fancy needlework. An attempt is made to furnish what the parents desire, and the curriculum is willingly changed on application. The head has everything to gain and nothing to lose by ready compliance with any request.

At an endowed school the circumstances are entirely different; the head is usually a graduate of some university (though at two schools in Devonshire ex-elementary teachers have been appointed). In some instances he has been unwilling to consider and to meet the requirements of his district. He has *à priori* views, and has attempted to force on the children an education with which the parents have had no sympathy. The numerous changes in headmasterships during the last three years, and the action of the Devon County Council, have produced considerable effect in modifying the rigidity of the traditional curriculum, but it is inevitable that the educational ideals of the master should fail to appeal to the commercial instincts of the father. Further, the academic training of the head of a second grade school fosters a desire to transform the school into one of the first grade: the subjects required are more congenial and the pupils may be of a better class, while some boy may perchance be found to proceed to the university with the scholarship, which is provided in the scheme, but seldom awarded.

The misunderstanding between the principal of the endowed school and the parent being mutual, the tradesman and the farmer send their children to the rival private schools.

c. Disciplinary.—In respect to regularity of attendance the distinction between the two types of schools is very noticeable. At an endowed school this is enforced by the principal: at a private school it is rarely insisted on. The parent who values his son's assistance in a business emergency, resents interference on the part of the schoolmaster, if the lad has been absent for his father's convenience. Even governors of endowed schools at which their sons are pupils are indisposed to comply with the school regulations in this matter.

Some heads of grammar schools have deemed it desirable to exercise control over day boys, when the latter are off the school premises, by forbidding them, *e.g.*, to enter public-houses or to be in the streets alone after a fixed hour, thus extending to town boys some of the rules framed for boarders. These attempts

seem to have met with little sympathy or success, while the private school profits by the additional unpopularity of the other. II. Supply of Secondary Education.

d. Social.—Social distinctions are clearly marked in Devonshire schools, and a private school can be as "select" as may be desired. When sending a son or daughter to such a school, the parent is satisfied as to its "respectability," and rests assured that the child will not be brought into contact with others of lower social standing. At an endowed school this security is frequently lacking. The scholarships of the Devon County Council, tenable at endowed and certain proprietary schools, are awarded to boys and girls from public elementary schools. A new element is thus introduced into a school, which is already, of necessity, of a somewhat mixed character, and parents prefer the exclusiveness of the private school. The principals of two schools receiving county council scholars informed me that the presence of these boys had certainly deterred tradesmen and farmers from sending their sons, and thus, in their opinion, exposing them to the risk of contamination.

It is a remarkable fact that the endowed schools, which have received grants from the county council, and have thus been rendered more efficient, have failed, in spite of this, to attract largely increased numbers. It seems probable that the social considerations which have just been mentioned are greatly responsible for this extraordinary result.

III.—*The Working and Influence of the System of Science and Art Grants, particularly in connexion with Grants under the Technical Instruction and Local Taxation Acts.* III. Grants.

After the passing, in 1859, of the first general science minute of the Department of Science and Art, which enabled any locality to obtain State-aid under certain prescribed conditions, considerable interest in the new movement was soon shown in some of the Devonshire towns. Science classes were established at Torquay in 1863, at Barnstaple in 1864, at Plymouth in 1865, and, after a short interval, at Devonport. For about ten years the results were very promising, but the multiplication of small classes, under the sanction of the Department, rendered real teaching in some subjects impossible, and led teachers to treat science instruction as a private speculation, from which the maximum of monetary profit should be made. This alienated the sympathies of early friends of the movement, who would have preferred greater concentration of effort. Moreover, at a critical time, the provision of art-teaching was increased at the expense of the science classes. The latter dwindled away: many received a death blow when payments for very elementary

III. Grants.

work ceased, and the latest Report of the Department records but a small number of classes earning a science grant of upwards of 100*l*. The majority of these are connected with day schools in Plymouth and Devonport, and find serious rivals in the recently established technical schools.

In several places art classes are still popular, having been affected rather favourably than otherwise by many of the influences which have diminished the success of other subjects in the county as a whole.

Having traced the history of the work of the Department of Science and Art, I proceeded to collect opinions as to the present method of awarding grants, and found that a feeling of dissatisfaction prevailed. There is everywhere a desire that "examination should give place to inspection, either wholly or in part." One headmaster adds: "Perhaps a few of the most promising "pupils—say, 10 per cent. of those in class—should be "encouraged to enter for an examination, in competition for "scholarships and superior prizes; but the grant should be "mainly dependent on efficiency and numbers as tested by Her Majesty's Inspector of Science Schools on his visits (which "should be at least twice during the session)." In the case of Devonport schools a special difficulty has been brought to my notice. It appears that the most promising pupils usually compete in April for Engineer Studentships or Dockyard Apprenticeships. After the examination their attendance at school frequently ceases or becomes very irregular: they show great apathy in the grant-earning examination, and the school suffers, although their instruction, involving trouble and expense, has extended over the greater part of the session.

In answer to the objection that payment by results is the most efficient method "of keeping teachers up to the mark," I have been told that the number of teachers who need such a spur is rapidly decreasing, while great benefits would result from the removal of the present "strong inducements to employ "crammers' dodges, in order that the higher grant may be "obtained."

It is in connexion with this system of Science and Art Grants that the working of the grants made under the Technical Instruction and Local Taxation Acts has now to be considered, and it should be observed at the outset that certain regulations of the Department—some being of recent date—have a direct bearing on the operations under the above Acts.

The Directory of the Department states that—

(1.) "Its grants are intended to supplement and not to supersede local effort:"

(2.) "Every school or class must have local support, either in the form of fees and subscriptions or of rates:"

(3.) "That portion of the income of a school, which is derived from instruction in science or in art, must be applied wholly for the purposes of such instruc-

tion and the local committee must provide and maintain suitable rooms for the instruction and for the examinations, with firing, lighting, apparatus, examples, &c."

The necessity of local support, independently of students fees, is thus clearly emphasised.

Local authorities may assist in the provision of technical instruction *either* (1) out of the local rate (Technical Instruction Act, 1889), *or* (2) out of the moneys received under the Local Taxation (Customs and Excise) Act, 1890.

At Barnstaple, Bideford, and Tiverton, a rate has been imposed under the former Act. My investigations at Barnstaple and Tiverton justify me in reporting very favourably on the working of the system in these towns. I am informed that at Bideford the rate, which has hitherto been one halfpenny in the pound, will probably be raised to one penny in the pound, and that a loan of 700*l.* has been authorised.

The local authorities at Exmouth and Ilfracombe have contributed towards the support of classes for technical instruction.

Under the Local Taxation Act funds have been placed at the disposal of (1) the Devon County Council, (2) the councils of the county boroughs of Devonport, Exeter, and Plymouth. It seems desirable to attempt a description of the operations of these councils, partly on account of the interesting questions which have arisen within the county boroughs, and partly because of the activity of the county council.

In dealing with the work of the county council, it will be convenient (*a*) to quote from the annual report of the Technical Education Committee for the year 1893–94 a brief sketch of their earliest efforts; (*b*) to indicate what is being done at the present time.

County Council.

It should be premised that the council devotes to the purposes of technical education all the moneys received under the Local Taxation Act, but that there is no supplementary vote.

(*a.*) The report runs thus:—

"In August 1890, the county council appointed a committee to deal with the subject under the recently passed Technical Instruction Act (1889). As there was but little previous experience in any part of England to indicate the best method of providing technical instruction in rural districts, the first steps of the committee were necessarily tentative, and they availed themselves during the following winter (1890–91) of the only existing institutions from which they could obtain an immediate supply of teachers. Forty-five courses of lectures on scientific subjects, especially those bearing on agriculture, were delivered under the auspices of the University Extension Societies; while other courses, principally on cookery and domestic economy, were given by the lecturers of the National Health Society. Grants were also made to various local

III. Grants.

County Council.

authorities (chiefly to aid science and art schools) and to some secondary schools; and a scheme was adopted for providing scholarships for boys and girls leaving elementary schools, the award being made in 1892. While the lectures referred to above awakened interest and gave a considerable stimulus to the desire for knowledge, it was found that the instruction given was of too advanced a character, and was not suited to the requirements of a rural population.

"During most of the following winter (1891–92) the work was continued on similar lines. In November 1891 an organising secretary was appointed."

Persons of all classes, whom I have consulted, are of opinion that the lecture system was a failure as a means of imparting instruction. The promoters of this scheme are, however, satisfied that the committee, by observing its working, obtained information which has been invaluable to them in settling a more permanent policy. On two points, in particular, they appear to have profited by the experience of the first two winters; they obtained an insight into the needs of the various districts, and they discovered the persons on whom they could rely for assistance in promoting more matured schemes.

(*b.*) At present the committee makes grants for the following purposes:—

(i.) Assisting technical science and art schools.
(ii.) Assisting secondary schools.
(iii.) Assisting evening continuation schools.
(iv.) Assisting district committees.
(v.) Providing staff instructors (to teach, inspect, and conduct examinations in (*a*) chemistry; (*b*) drawing; (*c*) wood carving; (*d*) cookery).
(vi.) Providing instruction in dairy work.
(vii.) Providing scholarships, exhibitions, bursaries, and studentships.
(viii.) Providing a lending department (magic lanterns, designs, diagrams, &c.).

While it is sufficient merely to record some of these objects, it will be advantageous to enter somewhat into detail with respect to others.

(i.) *Technical, Science, and Art Schools.*—It is prescribed that the salaries of teachers shall not depend solely upon the results of examinations conducted by the Science and Art Department; that special classes for elementary teachers shall be formed; that schools shall be brought, as far as possible, into close relations with the evening continuation schools of these districts; and that, in settling the amount of the capitation grant, the technical education committee will take into consideration the recognition or non-recognition of the art departments of the schools as "schools of art" by the Science and Art Department.

The schools receiving this capitation grant in 1894–95 are those at Barnstaple, Bideford, Exmouth, Newton Abbot, Tavistock, Teignmouth, Tiverton, Torquay.

(ii.) *Secondary Schools.*—It is provided that none of the science classes in an assisted school shall be conducted under the Department of Science and Art;* that the whole curriculum of the school shall, in the opinion of the Technical Education Committee, be suitable to the requirements of the children of farmers and tradesmen; and that the governing body shall, as far as possible, bring the school into close relations with the elementary schools of the district. It is suggested that a uniform inclusive fee of 4*l.* per annum should be charged to day boys, and one of 30*l.* per annum to boarders. Grants for buildings and apparatus have been made and care is taken to secure efficiency of teaching by exercising control over the selection and salary of the science masters in the several schools.

(v.) The classes conducted by the *staff instructors* are mainly for the benefit of elementary teachers.

(vii.) *Scholarships, Exhibitions, Bursaries, and Studentships.*—Scholarships are awarded to boys and girls leaving public elementary schools, exhibitions to boys leaving secondary schools, bursaries and studentships to elementary teachers conducting evening continuation schools. The scholarships are tenable at secondary schools selected by the Technical Education Committee, and the exhibitions at institutions providing higher technical instruction. Bursaries enable elementary teachers to attend technical classes; studentships have been tenable at the summer meetings organised in conjunction with the Somerset County Education Committee.

The funds thus disbursed by the county council have affected Secondary Education chiefly through the grants made to secondary schools and the award of scholarships and exhibitions, and the results of this expenditure are apparent.

The teaching of science has been revolutionised. Formerly the governing bodies of secondary schools were prevented by want of funds from providing adequate laboratories and securing efficient instruction. The capital necessary for the erection and equipment of the former was not available, and schools with small endowments could not afford the luxury of a good teacher. The action of the county council has changed all this. Good laboratories and workshops have sprung into being: at Ashburton Grammar School an agricultural side has been formed. The school curriculum being under the control of the Technical Education Committee and the school open to inspection, it has proved possible to insist on the provision of literary and scientific teaching simultaneously with practical training. The educational

* Four schools are excepted on account of their relations with the science and art schools in their respective towns.

III. Grants.

County Council.

motto of the German Emperor, "Das Können ist wertvoller als das Kennen," has been the guiding principle of the Technical Education Committee of the Devon County Council.

The scholarship system has already been mentioned as tending to retard the growth of these schools, despite the additional educational advantages which are now offered by them. As this tendency was generally admitted, I attempted to investigate the working of the system, and I found that heads of secondary schools were practically unanimous in asserting—

1. That the conduct of the scholars sent by the county council has been quite satisfactory and has compared favourably with that of pupils from less humble homes:
2. That, on the whole, the intellectual quality of the children at the time of election has improved year by year:
3. That scarcely any one of more than average merit has been discovered:
4. That in respect to attainments and desire for knowledge many of the scholars have been superior to pupils drawn from preparatory schools.

It does not, therefore, appear that parents of the middle class have any grounds, other than sentimental, for objecting to these schools on account of the presence of scholars from public elementary schools, and it is curious to note that little or no offence is caused when scholarships are similarly awarded, under schemes of the Charity Commissioners, out of the funds of endowed schools.

The system of awarding exhibitions has not been in operation sufficiently long for me to estimate its results.

Before passing from this point, I cannot refrain from recording my opinion that the county council has already rendered great assistance to Secondary Education, both by improving the instruction in such efficient secondary schools as may legally receive aid from local authorities, and by enabling those children to profit by it, who would otherwise have lacked the means of obtaining it.

County Boroughs.

The councils of the county boroughs of Devonport, Exeter, and Plymouth have appropriated for educational purposes the whole of the amounts (924*l.*, 1,078*l.*, 1,540*l.*, respectively) received under the Local Taxation Act. No grants have been made to existing institutions with the exception of an annual vote of the Exeter Council in favour of the University Extension Committee in the town. At Devonport an unexpended balance has been devoted to the purchase of land, &c., and a rate will, I am informed, be needed to enable the Technical Instruction Committee to build and equip the municipal school.

At Exeter the opportunity for framing a comprehensive scheme was unusually favourable. Two committees were already in existence, (1) the Museum Committee, controlling the Museum and the School of Science and Art; (2) the University

Extension Committee. The council delegated its authority to a Museum and Technical Education Committee, and this body, acting in conjunction with the University Extension Committee, established the Exeter Technical and University Extension College, to which I have already referred in detail. The accumulated balance of the Customs and Excise Grants, and a substantial legacy from a citizen, have enabled the committee to arrange for the enlargement of the buildings of the science and art school, and thus to provide adequate accommodation for the new college.

The case of Plymouth is particularly instructive as illustrating some of the difficulties which beset the administration of the Customs and Excise money. In a matter which has given rise to much local controversy it would not become me to attempt to adjudicate, but its bearing on the questions referred to me by the Commissioners is obvious and important, and I feel it my duty to report the representations made to me and to lay before the Commissioners documents which I have been requested to transmit.

To commemorate Her Majesty's Jubilee, the Plymouth Science, Art, and Technical Schools were erected by public subscription, "it being distinctly stated at the time," writes one informant, "that the object was to find a home for the then "existing science and art schools and classes of the town." The writer continues: "I may mention that several of the "masters were elected on the building committee: we assisted "by our advice as to the requirements of the building. During "the time the building was in hand, the teachers on the com- "mittee were often asked such questions as these:—Is this the "kind of room you require? Is this the proper light? And we "were given to understand that, when the building was com- "pleted, we had only to move our classes there." (A similar statement was made to me by more than one other person.)

The building, when completed, was handed over to the town authorities. After a short interval the Local Taxation (Customs and Excise) Act, 1890, was passed, and Plymouth received its share. The whole of the sum thus placed at the disposal of the council was devoted to the newly acquired schools; none of the local teachers were appointed on the staff, and no grants were made to existing schools. Repeated applications appear to have been made to the council in behalf of some of the latter, and the council are reported to have expressed their inability to comply with such requests for assistance.

In the Appendix to this report will be found three documents which are of importance in this connexion, viz:—

A. A circular of the Department of Science and Art.
B. A letter from the Department of Science and Art.
C. A statement of the case of the deputation from certain science and art schools in Plymouth to the Plymouth County Council, 9th April 1894.

III. Grants.

A general review of the inter-relation of the two systems of grants, viz., those of the Department of Science and Art and those under the Technical Instruction and Local Taxation Acts, seems to justify the following conclusions:—

1. That a county council can render effectual aid to schools under the Department in the manner suggested by the Department, *i.e.*, by grants of additional assistance. These entitle the council to exercise such control as to limit, if not to prevent, the abuses with which the South Kensington system has occasionally been charged.
2. That in a county borough where there is only one science and art school, this may be made in reality, if not in name, a municipal school. The scheme adopted at Exeter merits careful consideration and is probably one of the most valuable contributions to the solution of the problem of organisation.
3. That in a county borough where there are several science and art schools of some magnitude, two courses are possible—
   (*a.*) To found a technical college and to make grants to approved existing institutions, in order that they may serve as feeders to the former.
   (*b.*) To found a municipal school which must compete with, and may destroy, the older schools.
   In each case a careful inquiry must precede the adoption of either plan as the more suitable, and it is not certain that the final decision should rest with the council of the county borough. There is a temptation to estimate the value of instruction by the number of those receiving it.

IV. Decay.

IV.—*Decay or inefficiency of Endowed Schools.*

Since the Endowed Schools Inquiry Commission only one of the Devonshire schools has declined in numbers (and that but slightly). Some have increased considerably both in size and in importance. There have also been new foundations.

While there has thus been no decay, it is fitting to inquire into the possibility of increasing their efficiency.

First Grade Schools.

The first grade schools appear to be in a flourishing condition. The boys' schools pass on their pupils to the universities and public services, and the Maynard's School, at Exeter, is reputed to provide an excellent education for girls.

Blundell's School, at Tiverton, may be quoted as indicating the direction in which a development is taking place. In addition to a classical department there is a modern side, which presents some noteworthy features. An army class prepares for Woolwich and Sandhurst. Another follows the curriculum for the London Matriculation Examination. A third set receives

instruction which leads up to (*a*) engineering and applied science, (*b*) office work. (For technical and special subjects the set is naturally divided.) A number of other boys are formed into a class which takes mainly mathematics, French, and English subjects. Of these the headmaster reports :—"We find "them become not the least intelligent members of the school." IV. Decay.

Smaller first grade schools must be content with more modest attempts at combining classical with modern subjects, but the same spirit appears to guide their principals.

On turning to second grade boys' schools, we find a very different state of affairs. While some appear to fulfil their functions admirably, it cannot be denied that many are capable of considerable improvement. The assistance rendered by the county council has secured adequate instruction in science, and it is in the other branches of school work that the failure to attain the highest is most noticeable. Second Grade Schools.

The following are some of the causes of the arrested development :—

(i.)—*Smallness of Endowment.*

In some cases the nominal endowment is very small : in others the schools receive the residue of certain charities, after sundry fixed charges have been met, and are thus disproportionately affected by any diminution in the gross income of the charity.

(ii.)—*Competition* (*a*) *with Private Schools*, (*b*) *with neighbouring Endowed Schools.*

Before the reorganisation of these endowed schools under schemes of the Charity Commissioners, rival private schools sprang into existence and some achieved considerable popularity. The governing bodies of the endowed schools were not invariably wise in their selection of a headmaster, and a mistaken choice added to the success of the opposition school. In more than one town such a rival school still exists, and its pupils outnumber those of the grammar school, despite the changes of staff and curriculum in the latter. The competition of private schools of more recent foundation has been referred to on pp. 15–17.

The competition between endowed schools will be immediately apparent on reference to a map. Two instances will suffice as an illustration. Ashburton is distant only 9 miles from Totnes, and Bovey Tracey is within 4½ miles of Chudleigh.

One method for lessening, or even removing, the financial difficulties of certain endowed schools was proposed to me by several persons in different parts of the county. This consists essentially in diverting to educational purposes charitable funds, the present distribution of which is alleged to be harmful rather than beneficial. This method, if adopted, could have but a limited application, there being many towns where no such charities are available.

IV. Decay.

Second Grade Schools.

The only feasible plan of a general character, which has been propounded to me, is that there should be some authority controlling the grammar schools in a given district. The distribution of endowments could be based on the needs of the various schools, and—if the superior authority had rating powers—grants of additional assistance could be made. Such a scheme might diminish the cost of maintenance, while increasing the efficiency, of the several institutions. It is suggested, in particular, that arrangements could be made for giving a special character to the education provided in each school. While the instruction ought, in every case, to be of such a general character as to form a good foundation for any career in life, it might be unnecessary to attempt to secure higher teaching in several subjects in one school; the branch most appropriate to the locality might be selected.

(iii.)— *The composition of Governing Bodies.*

It has been suggested to me that there are serious objections to the governors of endowed schools in small towns being drawn exclusively from the locality. It is thought that the appointment in addition of some competent persons from a distance would be of great advantage to the growth of a school, by securing for the headmaster more freedom in the performance of his professional duties. The tradesman of a town of less than 5,000 inhabitants is not always an educational authority.

(iv.)—*The absence of an ideal for Second Grade Schools.*

The very name second grade seems to suggest inferiority. The lad, whose training must end at or before his sixteenth birthday, is, in the judgment of many headmasters, the victim of circumstances. To one who has attended a first grade school and graduated at a university, a school education, terminating at such an age, appears hopelessly incomplete; and how can one wax enthusiastic over the production of an unfinished article? Not a few headmasters have failed to realise the necessity for determining what course of study is best calculated to fit such a youth for his future career; while the parent, incapable as he may be of prescribing a school curriculum, is nevertheless sufficiently shrewd to detect the deficiencies in his son's education, which have been caused by this lack of any definite aim.

It can scarcely be contended that there is a concord of opinion as to the meaning of the term "a sound commercial education." The universities, from which the majority of the heads of endowed second grade schools are drawn, have not devoted much attention to the matter, and have not yet provided any course of special training for the large number of students, who will have hereafter to give such instruction in schools. The banker and the city merchant are apt to limit their inquiry to the

consideration of the best preparation for a clerkship, and to ignore the vast army of youths who are destined for the retail trade. I venture to suggest that the educational and mercantile authorities of the country (including competent men in retail business) should confer on the subject and set before the teacher some ideal of commercial education. The present haphazard system is ill-calculated to produce satisfactory results. There is a risk lest general education should be replaced at too early an age by technical, and lest the scheme of the latter should not be wisely selected.

At present a headmaster is thrown upon his own resources. When attempting to study the requirements of his district, he might probably derive valuable assistance from some man of business, who has dealt with generations of beginners and can appreciate the importance of a good general education. The following extract from a letter, which I have received from an assistant in a retail shop indicates sufficiently the kind of information obtainable. (I include in the quotation certain remarks, which have but little bearing on the present point, but which appear to me to be worth recording.)

"We find that the lads who come to us, while they have taken the elementary course, have scarcely mastered the subjects in that course and are often puzzled when called upon to put into the form of business life the information they have learned at school. Although, I suppose, all the lads have passed in grammar and English composition, yet it is the exception to find one who could write a simple business letter from general instructions. It seems obvious, therefore, to me that before any higher education is attempted, more pains should be taken to ensure a better mastery of the elementary; and I suggest that the teachers should specially aim at directing the pupil's attention to the practical application of his studies to the circumstances of business life.

"Assuming, however, the student to have mastered the elementary subjects (which include, I take it, drawing and book-keeping), I think he should take a simple course of applied logic, because, in business, one has continually to solve problems which cannot be easily solved (and, what is equally important, *rapidly* solved) unless the reasoning faculty is trained. Perhaps other sciences are equally adapted, or better adapted, for that purpose, but *a* training is essential. The want of it is a real difficulty in business life to-day. Moreover, many are unsuspicious of the ambiguities lurking under the terms they use; and most of the friction is due to the mistakes which arise from the parties to a bargain being almost absolutely unconscious that there can be any other meaning to their words than that which they have adopted. It is true that this must always be the case to some extent, but at present the evil is very prevalent.

"Of even greater importance is a knowledge of the rudiments of political economy. In my opinion, some of the bankruptcies,

IV. Decay.

Second Grade Schools.

most of the semi-failures, and much of the wasted effort of those who do succeed are attributable to ignorance of this science. Many a man to-day enters on an experiment, the result of which would be a foregone conclusion to one acquainted with the principles which govern the economy of commercial and manufacturing enterprises.

"Those likely to enter a business wherein goods of artistic design are 'handled' should be taught the principles of art in its application, more particularly, to the design and ornamentation of buildings and their furnishings. There is a marked deficiency in this respect at present.

"To some a knowledge of foreign languages is useful, and probably this will be increasingly felt now that business relations between retailers and continental manufacturers are becoming more direct, instead of the transactions taking place exclusively through merchants, as formerly. This subject should, however, be *in addition to*, not instead of, either of the three others.

"Pupils likely to enter businesses having a mechanical branch, as is the case with the ironmongery, for example, should also take a course in such practical sciences as mechanics, physics, chemistry, &c., because it is almost impossible for a person ignorant of these to judge the merits of the new appliances which, almost daily, are put in the market. Scale drawing is also useful. These subjects would, however, be entirely superfluous to most business men.

"I have scarcely matured an opinion as to the best age for a boy to leave school. One would expect that 16 or 17 must necessarily be better than a younger age, and I think if the pupil's studies are rightly directed (perhaps I should have said specialised), and he uses his opportunities, that age is, on the whole, the best, when the parents can afford to keep their son at school so long. Still, I am bound to say that many highly successful business men have left school much earlier. It may be that a lad at 14 enters more heartily into the humdrum duties of an apprentice than he would a year or two later; or it may be that those of whom I speak have succeeded by natural acuteness and energy, and, perhaps, would have been still more successful had they stayed longer at school.

"Until the age of 14 the pupil's education should be general in character, and then a forecast of his probable occupation should be made, and from that time the training should be specially adapted to fit him for the particular business for which he is intended. It may be desirable in some cases for the lad to leave school at 14 and enter his trade, but not to work the full hours for the first two or three years. In this way sufficient leisure would be provided for study, which thus would proceed side by side with his practical experience. Such a course would be beneficial to those lads who become impatient of school life early, and who, in consequence, do not derive much good from the latter part of their training. This plan would be

almost certain to ensure that the special education would be suitable. I think, too, that the pupil's practical experience would help him to feel the usefulness of his study, and thus the latter would be more interesting. There may be difficulties in carrying out this plan, caused by employers who are wedded to the present system, but they would probably be overcome. IV. Decay. Second Grade Schools.

"I cannot say whether sufficient educational machinery for the purpose in view exists in this locality or not. Judging from the results one may infer that it does not exist, or that it is not made use of. Apart from the question of means, however, I can express my opinion that most of the lads offering themselves for business life to-day are hardly well-equipped enough for the present demands."

V.—*Deficiency in the supply of Secondary Education.* V. Deficiency in supply.

In a county in which private schools are numerous, any estimate of the deficiency in the supply of any type of Secondary Education must be based on the opinion formed of the efficiency of these schools, and nothing less than a prolonged inquiry would justify me in reporting the results of my own observations. The following statement must, therefore, be taken as an epitome of the information I have received from others.

Of first grade schools for boys it is generally thought that there is sufficient, if not excessive, provision already. Those, which now exist are largely dependent on boarders from outside the county. It is doubtful whether any others could secure financial success. One gentleman suggested that there was room for such a school at Barnstaple, the point of convergence of four lines of railway, but I found no one who shared his opinion. The "upper classes" send their sons to remoter schools as boarders, even if the earlier training has been acquired at preparatory schools nearer home. As many members of the professional classes as can afford it follow this example.

For girls there are first grade schools at Exeter, Newton Abbot, and Plymouth, which are good railway centres. One might be established at Tiverton with a prospect of success.

On the subject of second grade schools for boys and girls I found a remarkable consensus of opinion. I was informed that the effective supply is practically limited to the places given in the above lists of endowed and proprietary schools, and I have already pointed out that some of these are capable of improvement. Interpreted geographically, this assertion signifies that second grade schools are almost confined to places on the Great Western Railway system, and that the irregular area in the north-west, cut off by straight lines joining Tavistock, Ivybridge, Crediton, and Bideford, contains no school of this type except those at North Tawton and Shebbear, half the pupils of the former and all those of the latter being boarders. East of the line connecting Exeter and Tiverton there is similar dearth, as

V. Deficiency in supply.

Allhallows School, Honiton, is really a first grade boarding school, and the King's New Grammar School, at Ottery St. Mary, has not yet been resuscitated.

In the former district the population is very sparse, and in most parts the means of communication are poor. Great Torrington, with 3,500 inhabitants, is the largest town, and is only seven miles by rail from Bideford, where there is an endowed school. It is thus inevitable that the problem of supplying the deficiency in this area should be merged in the more general inquiry into the best methods for providing for rural needs.

I cannot, however, omit to refer to two points of importance:—

(*a.*) Two railways converge just beyond the Cornish boundary, in the town of Launceston. This place would naturally form an educational centre for the neighbouring district of Devonshire.

(*b.*) At Okehampton there are certain charities regulated by a scheme of the Charity Commissioners, dated February 21, 1873. It is prescribed therein that when a certain "debt shall have been extinguished "three-sevenths of the net income of the whole of "the borough charity . . . . shall be applied "for the promotion of education in Okehampton "according to a scheme to be approved by the "Charity Commissioners." I am informed that the said debt has been nearly extinguished, and that the annual income available for educational purposes will not be much less than 200*l.*

On the subject of preparatory and third grade schools I have found similar unanimity amongst those qualified to judge.

One headmaster writes:—

"There is very great need for good preparatory schools. This want is perhaps the chief cause of the deplorable condition of education among the lower middle classes in a locality like this. Boys are sent to the grammar school at the ages of 12, 13, 14, and sometimes even 15, possessed of less knowledge than many a child of six or seven."

A clergyman informed me that, "in confirmation classes (the "average age being 15) the children of the middle and well-"to-do classes compare very unfavourably with those who have "been at a public elementary school."

All the evidence which I could obtain leads to the conclusion that schools of this type urgently need attention. Those at present in existence are frequented by the children of parents who object to the surveillance of the attendance officer as much as to the social class of the scholars at a public elementary school. Very many boys and girls finish their education without having had any opportunity of obtaining better instruction than that which is provided in these schools, which, as a class, are so generally condemned.

Rural Districts.

Having endeavoured to lay before the Commissioners as complete a report as possible on the special points which have been referred to me, I pass on to the consideration of the educational problem in rural districts and certain other topics, with which I ask permission to deal.

Any discussion of the best method of supplying country needs must assume a knowledge of the present condition of the different parts of the county. The most striking feature in Devonshire is the absence of uniformity. Speaking generally, it may be asserted that the western districts are less progressive than those of the north and north-east. Superstition still lingers on the Cornish border (*see* Appendix D.), and the intellect appears to be more sluggish there than elsewhere. The farmers do not want more than the three R's. They have observed, it may be, one of the few well-read men in their neighbourhood, and they fail to see that any financial advantage has been derived from his additional "learning." In this they offer a great contrast to professional men and many of the better class of tradesmen, even in the smallest towns. These will frequently submit to considerable hardship in order to secure a good education for their children, whereas the farmer reduces the amount allotted to school-fees, with but little hesitation, whenever "times are bad."

The attitude of many of this class is exemplified by the following extract from a speech made by one of them at a meeting of an agricultural society:—

"A man consists of three parts—back, belly, and brains—and what we have to do is to fill the belly. Now this technical education may work the brains, but it won't fill the belly, and so I say it is of no practical use; but if you work the back then you can fill the belly, and so get on. My boys want to go in for bicycling and athletics and these 'ologies, but I say to them: 'They wo'nt fill your belly, and how are you to get on if your belly is not filled?' And so I say you must always recollect that a man consists of three parts—back, belly, and brains."

A country gentleman, who has devoted much time and money to the improvement of agricultural methods, was once advocating the introduction of sundry dairy reforms. The farmers objected to such new-fangled notions; their grandfathers were successful enough, and what was good fifty years ago is good now. As to a new imp'ement—"all terrible cur'us, Sir; what a head the "man must 'a had that thought o' th's." Some gentlemen despair of altering the views of those who grew up before the comparatively recent introduction of railways into this region. The younger generation warrants greater hopefulness, but many of the parents of those who are now of school age are reported to be quite intractable—holding education to be altogether incompatible with manual labour.

Rural Districts. While this is a faithful picture of the present condition of a considerable portion of the county, it must also be stated that in other parts there are small farmers who are exceedingly anxious to provide a good education for their children, and who would send them to secondary schools if the fees were brought within their means. Few seem able to pay more than 20*l.* a year for board and tuition.

Perhaps the section of the rural population where the greatest eagerness for education is apparent is the artisan class. The village carpenter, the mason, the blacksmith, all desire the greatest possible advantages for their children, who will probably be brought up to some form of skilled labour. Such parents deem a good education the most serviceable capital.

A large number—possibly the majority—of the small farmers send their sons to a public elementary school. (It is a less common practice to send the girls. These, not infrequently, attend no school whatever until they are 12 or even 13 years of age, when they are sent to a secondary school "to finish"; the finishing process being often complete in less than a year.) In many parts of the county, however, the farmer feels that the labourers' children are pressing his own in the educational race, and endeavours to "break touch" by enabling his sons to spend some time, however brief, at a school in a neighbouring town, if one is accessible. The head of one endowed school informed me that several boys attended for only six months, and that some came for so short a time as one term.

It appears from the evidence that children in rural districts rarely enter a second grade school before their twelfth or thirteenth year. Up to that age the boys (and, in some cases, the girls) have been at a public elementary school, or, possibly, if they are within walking (or cycling) distance of a town, at a private preparatory school with low fees. The latter being reported to be, on the whole, inefficient, we are confronted with the question:—what provision ought to be made? Those whom I have consulted propose that when there is a sufficient population to support a second grade school, there should be a preparatory department connected with such a school, the charge for children under 12 being lower than that for those above that age. When, on the other hand, the foundation of a second grade school is deemed impossible on financial grounds, a preparatory or a third grade school should be instituted, from which pupils should pass to the nearest second grade school at the age of 12, and where those who are unable to remain at school after the age of 14 might obtain all they need.

But even when these urban and suburban children have been cared for, a vast number remain. The general view is that the elementary school must be utilised, but when we proceed to details we find great divergence of opinion. It is, therefore, essential to determine the nature of the education required, before attempting to consider the various methods of providing

it which have been suggested. My informants appear to agree upon one point; they state that the observing faculties need cultivation, and that the bucolic mind must be reached through the eye rather than through the ear. Rural Districts.

I cannot refrain from quoting here the following extract from a report to the Commissioners of National Education in Ireland, by Mr. Thomas Carroll (1892) :—

"Education has become a matter of vital importance to the farmer. It must have for an object the preparation of the minds of youths in rural districts for the business of their future lives. The farmer's life is a life of thought and struggle, and each year brings into clearer light the commercial basis of successful farming.

"In a paper recently contributed to the 'Journal' of the Bath and West of England Agricultural Society, upon 'Technical Education from the Agriculturalist's point of view,' Mr. C. T. Acland notes :—

> 'Our aim then ought to be, not to teach practical farming, but so to prepare the mind of the young man who intends to take to farming, that he may derive the utmost possible advantage in his practice from what scientific men have ascertained from their study.
>
> 'The object before us is not to fill his mind with a collection, or rather a selection, of scientific facts, but to open and prepare his mind for the reception of the results of observation, his own future observation in his practice, and the recorded observation of men engaged in scientific investigation.
>
> 'Probably one of the first and most fundamental steps is to enable him to realise the actual character of a law of nature, its depth and width, the precision and uniformity of its action, and its definition. Then, also, it will be essential that he should understand what is meant by the scientific terms most commonly in use, and the principles of classification adopted in such sciences as botany, chemistry, mineralogy, and zoology, but especially the elementary principles of life and the functions of living matter, the elementary principles of applied mechanics, and the usefulness of geometry and algebra ought to be impressed upon his mind.'

"To the absence of such a training is attributed the fact that farmers, of all business men, do not, as a rule, read books appertaining to their profession; they are unable to understand the phraseology of scientific books.

"And in addition to this discouragement there are—

> 'But few men really trained in science, who have sufficient acquaintance with the mental habit of those who spend the whole of their lives in rural and agricultural

Rural Districts.

affairs, to be able to present the valuable information which they have to convey in such form as to be attractive to agricultural readers.'

"The gap between practical and scientific farming is a wide one, and it must be filled up by such educational provisions as shall render the steps between the two points of knowledge easy and secure. The filling up must commence with the youth.

"In no occupation is the faculty of observation more necessary than in the business of farming, and yet unfortunately in few employments is it so deplorably deficient. That certain causes must produce certain results is almost generally taken for granted, but the spirit of inquiry into causes which have produced satisfactory results in other kinds of business appears to be very deficient in our farmers. Hence they are made the victims of frauds in trading. The farmer is in fact too slow in taking advantage of information. He does not, as a rule, originate new practices, or 'reason out' the advisability of adopting or rejecting recommendations that may be made to him.

"It is a matter for serious consideration how to systematise education so that it may foster and not wither the spirit of observation which appears so natural in early childhood."

If, then, secondary teaching is to be provided in elementary schools, who is to be the instructor? One proposal is that the elementary teacher should be entrusted with this duty.* It is admitted that the number of those who are at present capable of taking pupils beyond Standard VII. is comparatively small; but it is thought that (1) training colleges might be improved, (2) capable children, who desire to become elementary teachers, might be sent to secondary schools before admission to training colleges. Against this suggestion two main objections are raised. It is urged, in the first place, that the present duties of the elementary teacher are sufficient to engross all his time and energy, and that even the common practice of filling up some of his leisure with work in an evening continuation school is open to serious criticism; and in the second place, that the preparation necessary for efficient secondary teaching is different in character from that which is, or can be, supplied at a training college for elementary teachers. A second proposal is that a corps of highly qualified instructors should be appointed to journey from school to school, holding classes at each, say, once a week, in advanced subjects. One, or more, might be assigned to a number of schools in a given district. The instruction might be given in the presence of the elementary teacher, who might supplement

* The influence of the Dick Bequest on the higher instruction in the Rural Public Schools of Aberdeen, Banff, and Moray should not be overlooked in this connexion. The distinction between the problem in Devonshire and that in the three Scotch counties is evident; but, just as it has proved possible to introduce modifications into the policy of the trustees, in order to meet new demands, so it would appear likely that, after other necessary changes, the system could be adapted to carry into effect the proposal in the text.

and explain one lesson before the next appearance of the peripatetic instructor. In the opinion of two of the most competent farmers in the county, the most useful scientific subjects would be botany and geology. For both of these field work is necessary and assistance and direction might be furnished by the permanent master. Against this plan, likewise, two objections are urged. In the words of the local proverb: "You cannot have "two kings in Brent." The relative positions of the elementary teacher and the visiting master may be difficult to define. This scheme would further entail considerable expense. It may, however, be remembered that the need is urgent, and that it would cost no more to provide a teacher well qualified for the work contemplated than to send five or six children to a secondary school in a town. Rural Districts.

Either of these proposals is compatible with a third, viz., to follow the example of Ireland and set apart a small plot of land in each rural parish where practical agriculture could be taught in illustration of the theoretical instruction given in the school.

Attention has already been drawn to the agricultural side at Ashburton Grammar School, where the assistance given by the county council has enabled the governing body to provide technical and scientific instruction in matters relating to agriculture for lads who are receiving a second grade education. Very many farmers are sceptical as to the advantages which may be derived from such a combination, and the number of boys on the agricultural side of this school is small; but several of the largest farmers are, nevertheless, of opinion that more schools of this type should be provided; some demanding the immediate institution of four or five in carefully selected districts, while others would proceed more modestly but with equally little delay.

The question of an agricultural college for high-class experimental and scientific work has been engaging the thoughts of many of the leading farmers. They agree as to the need, but differ as to the amount of provision required, *e.g.*, whether several, and, if so, how many, counties should combine to maintain one college. Some who have seen the important results obtained in the agricultural colleges of Canada, the United States, and Australia, urge the establishment of such a college in Devonshire, holding that the size of the county and its special conditions justify independent action. A committee of the county council recently considered a scheme, and the proposal was placed before various boards of guardians; but the majority decided against it on the ground that a lad could learn more on his father's farm than he could at any college. One of the strongest advocates of this policy, when speaking on the subject at a public meeting, said that, "He believed the object was entirely misunderstood by Devonshire farmers. They forgot "that old men could learn as well as young ones, and they

Rural Districts. " also forgot that there were others besides farmers' sons who " desired to become agriculturists. The great objects which " such a college would serve in this county would be to show " to grown-up farmers how their systems of management could " be improved upon, what crops best suited the climate and varied " soils of Devonshire as substitutes for the present unprofitable " system of tillage, and to make everyone acquainted by practical " illustration with the growth of chemical and scientific investi- " gation. He was sorry to differ from the decisions of the " Devonshire boards of guardians, but he did so very " strongly."

On the whole question reference may be made to various valuable publications issued under the authority of the Canadian Government, several of which were kindly placed at my disposal by the High Commissioner for Canada. In the nineteenth annual report of the Ontario Agricultural College is contained *inter alia* an account of the co-ordination of secondary and technical education in that institution.

Conclusion. In conclusion I make brief mention of certain other topics which have forced themselves upon my notice.

1. In nearly every district in the county the labouring classes are drifting into the towns, some employers stating that it is difficult to obtain labourers under fifty years of age. Although the remedy for this depletion is a complex one, and the problem involves such questions as land-tenure, housing, monotony of country life, &c., there can be little doubt that it is possible to interest the rising generation in agricultural pursuits by stimulating their observing and thinking faculties. If every child of a labourer or small farmer could obtain at its school the type of instruction best calculated to prepare it for its future work in life, it is asserted that there would be less discontent, less idleness, and less migration from home.

2. The dearth of suitable books in rural districts is a serious hindrance to education. The small farmer is at the mercy of the hawker of works published by subscription, and is unaware that books which would interest as well as edify him are now obtainable at low prices. There is, I think, a fair market open to an enterprising bookseller, whose traveller knows the contents of his books, and can study and meet the tastes of the scattered population. Village libraries are also needed. Each should contain a certain (but not necessarily large) number of standard books. Boxes of others should be circulated from place to place at intervals of, say, six months. The library should be accessible, and borrowing attended with as few formalities as possible. A short lecture on the contents of a new box would probably be both attractive and useful.

3. The work of evening continuation schools receives high commendation, but in many places the number in attendance between the ages of 13 and 16 is small. There is thus a gap after the scholar has left the elementary school during which

much knowledge slips away. It is desirable to prevent this waste, and to ensure the direct transference of the pupil from the day to the night school. It may also be pointed out that many of the working classes would welcome suitable instruction between the ages of 18 and 25, *i.e.*, when they are able to appreciate its benefits. A clerk* in a railway office drew my attention to "the general feeling that with the passing of so "much power into the hands of the democracy there should be "some means of qualifying them to deal considerately with the "questions before them." Conclusion.

4. It is probable that assistant-masters in secondary schools are frequently overworked. They have insufficient leisure or energy to deepen their acquaintance with the subjects which they are charged with teaching, and they rarely have an advanced knowledge on any particular branch. In this country the athletic master commands respect everywhere. There is no apparent reason why the following should not also be true of England, as it is already of Germany:—

"Die Schüler haben für die Lehrer und ihre Art eine feine Witterung; gründliche Gelehrsamkeit and ernste Theilnahme an wissenschaftlicher Arbeit haben noch zu allen Zeiten dem Lehrer in den Augen der Schüler einen besonderen Respect gesichert, und manchem Schüler ist in der Anschauung eines solchen Lebens, so wenig es in glänzender Erscheinung vor ihm stehen mochte, die Achtung vor dem Geistigen zuerst aufgegangen."†

5. Extended powers for dealing with schools are desired by the health authorities, and the heads of the best schools seem ready to welcome such extension. It is suggested that the local sanitary authority should be empowered to close a school in case of—

(*a.*) Refusal to make any improvements prescribed by the authority;
(*b.*) Overcrowding;
(*c.*) Insufficient ventilation;
(*d.*) A serious epidemic.

(It is, however, pointed out that there are occasions when it may be preferable to refrain from dispersing a school on the appearance of an epidemic.)

It is also proposed that there should be—

(*a*) sanitary inspection of the drinking water provided in schools;
(*b*) compulsory notification to the local sanitary authority of *all* infectious diseases preventing attendance at school;

* My informant had read widely in the works of the Greek historians and tragedians, but was hampered by want of sympathetic assistance and of books (the free library of the town not containing those which he desired to consult).

† Pupils possess keen powers of discernment in regard to their teachers: sound scholarship, and the serious pursuit of any branch of study have invariably secured for the teacher a peculiar respect; and in the contemplation of such a life, despite the absence of outward show, many a pupil has felt the first awakening within him of an appreciation of things intellectual. "Deutsche Rundschau," Bd. lxxx., S. 350.

Conclusion.

and that, whenever a child has been absent from school, a certificate, showing the nature of the sickness, should be required.

The head of a private school writes:—

"When I saw you, I told you that I thought it would be an immense advantage to be under sanitary inspectors. On consideration, I would speak more strongly on this point: I think that all schools ought to be quite as much under supervision in this respect as factories and workshops. No one ought to be allowed to open or carry on a school without showing that he or she has suitable class-rooms (and, in the case of boarders, bedrooms), allowing sufficient ground and cubic space for each pupil. The obligation to provide the right amount of space would at once sweep away the greater number of inefficient schools."

6. The following expresses views which are commonly held by heads of private schools. Heads of endowed schools are not free from experiences similar to those of my correspondent.

"Whatever board or council of education may be formed, I do hope that it may be a central one. I cannot imagine anything more disastrous to the true interests of education and of teachers than to be under the control of a portion of the county council, with all its ignorance of the needs of pupils and teachers, and with all its clashing *political*, *religious*, and *trade* interests. Fancy a schoolmistress venturing to change her butcher or her baker, if he were a member of the education committee of the county council, which he might be if his politics chimed in with the party in power. I have worked under a local committee and know how impossible the position can be made in a small town. I was once remonstrated with by a member of the council for not dealing with a certain ironmonger, who was a deacon at this member's chapel. Another member wished me to mention to a mistress that she did not dress according to his ideas of suitability, and thought it would be well if I required all my mistresses to dress in black, as he required the young ladies in his shop to do."

7. A schoolmistress writes:—

"A gymnasium and swimming bath for the use of all children attending secondary schools in a town would be splendid help and are beyond the reach of private effort."

8. It should be noted that certain parts of the county are greatly indebted to individuals, who have devoted years of their lives to unostentatious work in the provision and improvement of education. The success of any new scheme in a given district will great depend on the extent to which assistance is rendered by such persons.

I am, &c.

HENRY T. GERRANS,
Assistant Commissioner.

To the Hon. W. N. Bruce,
Secretary,
Royal Commission on Secondary Education.

APPENDIX.

A. A Circular of the Department of Science and Art.

In view of the continued operation of the Local Taxation (Customs and Excise) Act, 1890,

The Department of Science and Art have discontinued awarding prizes to those students who attain a certain standard of excellence in the examinations, and express a hope that those interested in education, that is, the county councils in the several localities, will themselves provide prizes, &c., also aid towards the purchase of apparatus and fittings, the grant in aid of which has also been abolished. The Department of Science and Art further point out that local authorities, with their local knowledge and knowledge of local needs and requirements, are in a position to make capitation grants or payments for general efficiency in a manner which a central authority, whose rules must be the same for all parts of the country, cannot adopt.

B. A Letter from the Department of Science and Art.

Department of Science and Art, London.

Plymouth School of Science and Art,
Princess Square. No. 870.

Sir, 5th May, 1893.

I am directed to acquaint you, that the inspector of this Department who recently visited the above-named school, reports, &c.

"The Department understands, that it is contemplated that the school should be taken over by the committee for school No. 953 (School of Science and Art and Technical School, Tavistock Road, Plymouth), and I am to state that the proposed reconstitution should be brought to an early settlement, as unless this is done, the recognition of the school cannot be received.

I am, &c.
(Signed) A. J. R. Trendell.

C. Statement of the Case of the Deputation from certain Science and Art Schools in Plymouth, to the Plymouth County Council, 9th April 1894.

For more than 35 years, science and art instruction has been successfully given under varying circumstances, and in many different institutions in Plymouth, without any cost to the funds of the town, being supported mainly by fees and grants earned from the Government on the results of examination and inspection. During this time upwards of 15,000 students were registered in the several schools, and received sound instruction in the elementary, advanced, or honours stages. A very large proportion of these students have been successful in life, have taken high position in the national examinations, and in other ways have enabled the town of Plymouth to compare most favourably with other towns in respect to science, art, and technical instruction.

In recent years, however, the Department of Science and Art have repeatedly intimated that the committees of these institutions must look forward to a reduction of the grants awarded to them, future deficiencies to be supplied by local agencies. In November, 1891, the Department issued a circular (Form 349) re-casting the scale of payments for the higher work, and taking away something like two-thirds of the grants for the elementary stages, at the same time stating, as follows: "That the "means recently placed at the disposal of local authorities, under the Local "Taxation (Customs and Excise) Act, 1890, and also under the Technical "Instruction Act, 1889, seem to render it unnecessary for the Department

"to continue to give direct aid for such instruction, and that it was very "desirable that the payments for imparting it should, to some extent, at "least, not be made on the results of individual examinations. . . . My "Lords feel assured that they may count on having the support and "assistance of these local authorities in forwarding the arrangements for "placing instruction in science on a satisfactory footing."

By the latest Blue Book it is seen that—

At that time, Session 1891 and 1892, science and art teaching was carried on in 11 separate institutions in Plymouth, embracing 643 science students, 599 art students, 1,242 in all, earning 716*l.* 13*s.* 2*d.* grant.

In June 1892, the managers and teachers of those schools which received no support from the school board rates or local taxation money, acting in the spirit of the Department circular, asked the Plymouth Council for aid towards the carrying on of their work, and three months later received an intimation from the town clerk: "That the Town "Council had already delegated its powers with regard to technical "instruction to a committee, and that all the funds at the disposal of the "Town Council will be required by the Technical Instruction Committee "for the purposes of the Science, Art, and Technical Schools (in Tavi-"stock Road); and, inasmuch as this income will not suffice to cover "the expenses connected with these schools, it is unlikely that the "Technical Instruction Committee will be able to comply with your "wishes."

This refusal was further substantiated by personal explanation of the Chairman.

From the want of this, "the local effort" demanded by the Department was not forthcoming—these 11 schools were reduced to five. The recognised Plymouth science and art schools now stand thus, as scheduled by the Science and Art Department:—

School No. 865. Plymouth Navigation School.
,, 866. Plymouth Public School.
,, 870. School of Science and Art, Princess Square.
,, 876. Convent of Notre Dame.
,, 879. Board School, Mount Street.
,, 953. School of Science and Art and Technical School, Tavistock Road.

All these are considered by the Science and Art Department to be satisfactorily conducted and to give efficient instruction.

The last two receive substantial assistance either from the Plymouth School Board or the Plymouth Town Council, both of which bodies have practically unlimited means at their command. The *first four* receive *no assistance* from local public funds. The amount and character of the work now being done by them may be estimated by the fact that, for the collective examination next month of all the science and art students in Plymouth, 811 papers are required for the technical schools in Tavistock Road, and 594 for the four unassisted schools which we represent.

The money annually received by the County Council of Plymouth, under the Local Taxation Act, is about 1,500*l.*, and it has been decided to devote that sum for the purposes of science, art, and technical instruction.

Its just distribution rests with the Plymouth County Council, as representing the people of Plymouth, and in view of the above facts, and the work which is being done and has been done, the committees of the Plymouth Navigation School, Plymouth Public School, School of Art, Princess Square, and Convent of Notre Dame, claim that a fair proportion of the money received by Plymouth under the Local Taxation Act should be given towards the support of the institutions under their management, which are doing nearly one-half of the science and art teaching in Plymouth.

D. Extracts from two Letters on the Belief in Witchcraft in Devon.

I.

"The belief in witchcraft is widespread in Devonshire. The following story is based upon my own experience on the day following New Year's Day of this year. As I was passing through Devonport I noticed that the family washing was being done throughout an entire district on Tuesday instead of Monday, which is the general washing day in this neighbourhood. I was reminded of the fact that our own laundress did not care to do anything on the Monday, telling us that 'If you wash on 'New Year's Day, you wash one of the family away.' I have mentioned the incident several times since, and have frequently met with intelligent persons (women chiefly, though not entirely), who have declared their belief in the same superstition and have given from their own experience cases in which members of the family have died during the year when the washing has been done on New Year's Day.

"The sweetbread of a sheep tied to the soles of the feet is supposed by many to be a cure for rheumatic fever.

"Knots tied in rushes will cure warts on the hands. The number of knots to correspond with the number of warts. As the rushes decay (being buried) the warts will disappear.

"Whooping-cough may be cured by carrying the child affected across a river by one bridge and returning home by another. The seventh child of a family can strike for eczema and so cure. A woman whom I know, about six miles from Holsworthy, considers that she has been cured of fits by getting thirty men of the parish to go to church one Sunday last year, and on their way out after service each drop a penny in her apron, the last one taking up the pence and putting in half-a-crown. This she had made into a ring which she wears, and, of course, has had no fits since; and equally, of course, when she took it off one day to tempt Providence, she immediately felt queer and only saved herself from an attack by quickly replacing the ring.

"If farmers have frequent losses amongst their cattle they consider themselves bewitched by some person. They will then consult a white witch whose influence is supposed to counteract that of the ill-wisher. The usual advice of the white witch to the person consulting him, is to take a bullock's heart and push a large number of pins into it, and then roast it before the fire late at night. During the roasting the guilty person will suffer intolerable agony. I have heard of several instances in which this has been done with most satisfactory results. The persons suspected have come to the door beseeching those inside to desist from the roasting, which seems to make them conscious of their iniquity in ill-wishing their neighbours. On no account, however, must such a person be spoken to or the spell will be broken and things will be as bad as ever. All feelings of pity must be abandoned at such crisis, and the heart must be entirely consumed. There are men and women in Plymouth who add considerably to their incomes by fortune-telling and by counteracting evil influences in the way described above, and respectable persons are known to visit them for advice. A case of this kind was brought to light in connexion with an inquest at Devonport not long ago.

"This, I think, is largely due to the fact that a large proportion of our population comes from the country, where these old superstitions form the major part of the folk-lore and stories of the kind I have related are retailed around the fire during the long winter evenings."

II.

"Many persons in Devon are strong believers in witchcraft, and the newspapers frequently report cases of persons punished by the magistrates for insulting and inflicting personal injury on the supposed 'witch' (generally an old woman) for injury received.

"Witchcraft here is applied to almost all sorts of things. But this superstitious belief is far less prevalent than it was twenty, or even ten,

years ago. This is one of the results of the higher class education received by the people generally.

"The following instance may be cited:—Mr. S. (farmer) had several cattle taken ill, some of which died. He goes and consults the '*White Witch*' (witch doctor) as to the cause and cure. The doctor, after putting a number of questions as to his age, the time he has occupied his farm, the disputes which have taken place between him and his neighbours, how he spells his name, &c., &c., consults his 'books' and prescribes. In nearly all such cases a bottle of black mixture is given—a part of which is to be given to the cattle, the other part to be sprinkled over the cattle and at the gateways to the fields and yards.

"The doctor wisely refuses to give *names*, but *intimates* the offender, with whom no business must be transacted for so long a time. Fee 1*l.* 1*s.*

"*Farmer:* Can you punish the man who did this? (*i.e.*, the man with whom he had quarrelled).
"*Doctor:* What would you have done to him?
"*F.:* Why, kill him as the cattle have been killed.
"*Dr.:* *You* can kill him.
"*F.:* Yes, I could shoot him, but then I should swing for it.
"*Dr.:* Will you be at home in bed such a night and at such a time?
"*F.:* Yes.
"*Dr.:* Be sure you are there when they come.
"*F.:* When who come?
"[Dr. gives names of a number of evil spirits.]
"*F.:* Shall *I be injured?*
"*Dr.:* You must be courageous.
"*F.:* What must I do?
"*Dr.:* You must keep repeating for an hour 'I wish *so and so* was dead.'
"*F.:* What then?
"*Dr.:* They will be constantly coming to you and going to him, and in the morning he will be dead.
"*F.:* Give the names of those visitors again.
"[Dr. repeats names.]
"*F.:* Will *such an one* be there?
"*Dr.:* Yes. *His* presence is necessary to guide the operations.
"*F.:* I am afraid of *him*—I must leave the matter with you. Do your best. Good bye."

The farmer told me he lost no cattle after that.

I knew four farmers who gave the witch doctor 4*l.* each per year to visit them monthly and strike his hands over the *horns* and *tails* of their cattle to prevent their being witched.

E. Report of The Devonport Mercantile Association (Incorporated) on proposed Secondary and Commercial Education.

For many years this association has taken an unflagging interest in the desire to promote the establishment of a good system of Secondary and Commercial Education which would fairly compete with, if not surpass, the schools so successfully carried on in Germany, France, and Austria.

The introduction of the Educational Act of 1872 gave great hope that this long felt want was at length about to be provided, but the proposed educational scheme was of such an extensive character as to threaten its entire wreckage, to obviate which a compromise was effected, and by the withdrawal of the clause affecting Secondary Education the other part of the scheme dealing with the elementary education of the nation was allowed to pass, but as we have always understood with a promise that whenever a further additional grant or future legislation was contemplated the subject of Secondary and Commercial Education should have first consideration.

Free education, introduced in 1891, makes no provision for this great gap in our educational system : we therefore venture to suggest :—

1st. That it is desirable a national system of Secondary and Commercial Education should be established.

2nd. The great and growing importance of our international commerce the rapidity of locomotion and exchange now existing makes it imperative that our merchants, manufacturers, traders, and their assistants should be in possession of educational knowledge quite equal, if not superior, to any continental power.

3rd. Secondary schools should be established in all large towns and industrial centres throughout Great Britain, on such lines as would meet the especial needs of each locality, and we venture to give a curriculum of the subjects that we think are generally necessary.

As to languages, we contend that in this study it is necessary that special attention should be given to the languages of those nations with whom we are or seek to be placed in close commercial relationships, and in looking at the languages taught in continental schools it is a singular thing that in France alone is the Spanish language taught, and in the schools at Vienna, while French and German are obligatory, English and Italian are regarded as of secondary importance and one may be substituted for the other.

In the elementary division of the proposed school the following are suggested—languages : English, French, German, and Spanish ; geography, history, natural history, caligraphy, shorthand, and type-writing, arithmetic, especially that applicable to commercial pursuits, book-keeping, counting-house work and correspondence, geometry, algebra, and Euclid, freehand and model drawing.

In the advanced class in addition to the above—physics, chemistry, political economy, commercial science, and commercial law.

The immense development of German commerce is, we believe, mainly to be attributed to the superior education that is provided for the middle classes in that country, and our object is to promote the establishment in this country of such like schools in order that we may regain some of the commercial business that we have lost, and therefore be in a position to compete fairly with foreigners, especially the German, whose well-educated clerks hold so many good positions in English commercial houses, thereby acquiring such an intimate knowledge of our commercial relations with other countries as to enable them to utilise it for their own national prosperity.

In Devonport, which is especially a naval town, two excellent secondary schools have been established by the Admiralty, one for the development of the education of their apprentices in the Dockyard, and the other for the proper training of engineer students, both of which are eminently successful, and that in such a marked degree, that at present, gentlemen who have passed through them, are occupying the highest positions in their respective departments in the world ; these schools are of course not available for any students outside the Government employ.

To initiate this system, we would advise that county boroughs and county councils be requested to organise a system of Secondary and Commercial Education by—

(*a.*) Providing and maintaining a suitable school building or buildings for day schools.

(*b.*) By utilising buildings already erected, or in the course of being so, for evening technical instruction where available and convenient.

(*c.*) The same authority to provide also the necessary apparatus, furniture, fuel, and lighting.

(*d.*) For the purpose of providing the necessary funds, county borough councils should be authorised to raise a rate not exceeding one penny in the pound, also, if necessary, to appropriate a further sum from the Customs and Excise Duties Act of 1890.

(*e.*) The fees to be charged to students to be of such a character as to pay salaries of teachers.

The school should be regarded as a continuation school, and as many scholarships as possible each year be thrown open to the pupils from the board or other elementary schools in the district.

Management.—The management to be vested in a committee, the majority of whom shall be elected by the local authority, the remainder to represent the school board and technical education committee and art classes where any such exist.

(Signed) R. W. STEPHENS,
Chairman.

Devonport,
10th August 1894.

REPORT

BY

Mrs. ARMITAGE,

ON THE

SYSTEM OF SECONDARY EDUCATION IN THE COUNTY OF DEVON.

TABLE OF CONTENTS.

	Page
Introductory Remarks	87
Social Distinctions in Devonshire	87
High Schools	88
Exeter	88
Plymouth	89
Devonport	89
Torquay	89
Paignton	89
Unreality of Caste Distinctions	90
Ashburton	91
Middle Schools	91
Exeter	92
Tiverton	92
Bideford	92
Stoke	93
Higher Grade School, Devonport	93
Private Schools	93
Buildings	94
Social Distinctions in Schools	94
Middle Class Schools	95
The Worst Class	96
Indifference of Parents	97
Small Schools	97
Elementary School Teachers	97
Technical Instruction	98
County Council Scholarships	98
Evening Classes	99
Technical Schools	100
Tiverton	100
Universty Extension	100
The Demand for Secondary Education in Towns	100
Plymouth	100
Devonport	101
Exeter	101
Tiverton	101
The Urgent Need	102
Technical Education	102
Provision of Scholarships	103
The Demand for Secondary Education in the Country	103
Education and Life Career	103
Mixed Schools	104
Mixture of Classes	104
Stages of Education	104
Cost of Education	105
Boys versus girls	105
Competition of Schools	105
Devonport	106
Plymouth	106
Torquay	106
Crediton	106
Ilfracombe	106
Ashburton	106
South Molton	106
Influence of Social Leaders, especially of Ladies	107

Report by Mrs. Armitage on the County of Devon.

SIR,

I HAVE the honour to lay before you my report of a brief inquiry into the state of Secondary Education for girls in Devonshire.

The county of Devon consists of two large tracts of moorland, surrounded by a broad belt of cultivated country, which for 130 miles of its circumference is washed by the sea. It has few manufactures, and its mining industry has greatly dwindled in importance. It has only one large town, meaning by that a town of over 100,000 inhabitants.* The splendid harbour which this town possesses has occasioned it to be the seat of the finest naval and military arsenal in England. Its other ports are scarcely anything more than coasting, fishing, and yachting stations; but the coast is studded with watering places inhabited by a nomadic population of invalids and of retired naval and military officers. Lastly, it has an ancient cathedral city.

These circumstances furnish a key to the educational condition of Devonshire. We should not expect to find education in anything but a backward state among a population of farmers and fishermen. We should expect to find some active demand for education among the skilled artizans of a dockyard town, though in a town so isolated, we should not expect it to reach the eagerness for education which we find in the clotted mass of manufacturing towns in Yorkshire or Lancashire. We should scarcely expect great enthusiasm for education amongst a naval and military class; and whether we should expect any great stirrings of educational life in an old cathedral city would depend greatly on the personal character of those in high position.

Social distinctions in Devonshire.

The first and strongest impression produced by an inquiry into the Secondary Education of girls in Devonshire is, that what the country needs is not so much schools in the first place, as some missionary agency to teach the elements of Christianity to the so-called educated classes. For at present a system of caste reigns in Devonshire, which makes some approach to that of India. The naval and military people, whether in active service or on half-pay, dominate society in almost all Devonshire towns, and in all the watering-places on the coast, and this is probably the chief cause of the backward state of girls' Secondary Education in the county. Society is divided into three castes: (1) the high caste, which includes the county families, the naval and military officers, and the professional men whose traditions or ambitions lead them to wish to rank with these; (2) the half caste, comprehending

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* Plymouth, Stonehouse, and Devonport are practically one town.

all shopkeepers and farmers, and the smaller employers of labour, for manufacturers on a large scale are comparatively a small class in Devonshire; (3) the low caste, that is the working-class, who send their children to the elementary schools. It makes no difference that the high castes are by no means *pur sang*, and are constantly being recruited from the half castes. I am told that there is hardly a large shop in Plymouth which has not a representative in the army or the navy, as it is the ambition of the more foolish sort of tradespeople to see their sons in these shining circles. But these are the very people who prove most eager to uphold the social prejudices of the order into which they have entered. Some of the stiffest of these prejudices are those which concern the education of girls. Speaking generally, and with some exceptions to be noted hereafter, it may be said that the idea of public schools for high-caste girls has not yet penetrated the naval and military mind. The very idea of public schools in connexion with girls is still repugnant to many of these persons. The mixture of classes in a public school is regarded with horror. The dominant idea about girls' education is that it should be as far as possible claustral, that girls should be kept from any contamination with people who drop their Hs or earn their salt. It is thought that careful seclusion is absolutely necessary for the development of that refinement which should characterise a lady.

High Schools.

This prevailing tone of society in Devonshire explains how it is that the few High schools for girls which exist are very small affairs as regards numbers, though some of them are admirably conducted, and two have exceptionally good buildings. There is one endowed girls' High school in Devonshire (at Exeter), and four proprietary High schools (at Plymouth, Devonport, Torquay, and Ashburton). The Torquay High School has a branch at Paignton under the same headmistress, which brings up the whole number of High schools in the county to six. All these six schools together do not number 500 girls.

Exeter.

The Exeter High School has not only the advantage of an endowment, but it is also the only one which is in a satisfactory position as regards the caste problem. Although even in Exeter there are some parents who send their children to boarding-schools, most of the higher castes send their girls to the High school. The children of professional men are in a majority at this school, but tradesmen's daughters also attend, and the objection to the mixture of classes has been overcome. This is undoubtedly owing to the influence and example of the former Bishop of Exeter, to whom girls' secondary education in Devonshire is in many ways indebted. People of social distinction having from the first sent their daughters to the school, the prejudices of the high castes have been overcome, and the school is a signal success. It has very largely extinguished the work of private governesses, and there are hardly any private schools which attempt to compete with it, the chief private schools being mainly boarding-schools. Un-

doubtedly it is an advantage to the High school that girls from elementary schools do not enter it till they have passed through the Middle school.

Plymouth. Plymouth is not in such a fortunate position as Exeter. The High school, which has admirable buildings and an excellent staff, is not doing the work which it might do, owing to the prejudices of the high-caste families who have not yet learned the advantages of a public school. The school has been working 20 years, yet the naval and military class still as a rule prefer private schools. There are an immense number of private schools in Plymouth, a number out of all proportion to the population, but of course many of them are largely boarding-schools, drawing their pupils from the country.

Devonport. Devonport High School is struggling against similar prejudices, and is also competing with a number of schools with lower fees. Devonport, indeed, appears to be perfectly overrun with schools. The naval and military population do not adequately support the High school, and they are besides a very nomadic and incalculable element.

Torquay. The circumstances of the Torquay High School are entirely different, and appear to be partly due to its history. It was originally started as a double school with one department for high castes and another for half castes. But a very eminent high-caste personage who sent his daughter to the upper school proposed that this distinction should be abolished, and that the two departments should be united. Whether this proposal was made out of pure patriotism, or out of a desire for the equalization of the fees, did not come within the scope of my inquiry. At all events the thing was done, but what is remarkable is that the high castes have come off the best in the change, since they are virtually in possession of the school. The tradesmen scarcely send their children at all; out of 40 girls there are not six who belong to that class. The causes why the school is not more used by the tradespeople are, as far as I have been able to fathom them, partly caste feeling on the part of the tradespeople themselves, partly the competition of several very good private schools, and partly, perhaps in chief part, the site, which instead of being central is high up on one of the many hills on which Torquay is built, and consequently difficult of access for those who live on the other hills. The establishment of the High School has led to the extinction of some schools "for the daughters of gentlemen only" which previously existed in Torquay.

Paignton. The Paignton High School is a branch of that at Torquay, and is under the same headmistress. At Paignton, I found that there appeared to be a tacit agreement among the high castes to swallow their prejudices, and allow their children to mix at school with tradespeople's daughters. The explanation of this is, that living

is cheap at Paignton, and it is consequently resorted to by the poorest of the high castes. But, besides this, the establishment of the High School was accompanied by a great deal of private personal effort, which helped to overcome prejudice; the chief leader in the movement called on every parent in the place who might possibly send a daughter to the school. Now, the parents say to the headmistress, "whatever you do, don't go away." I am desirous to draw attention to this point, because the inquiries which I have made, have convinced me that if the Education Department, or any public body, were to set up public schools for girls in those places in Devonshire which are most in need of them, they would never become flourishing, unless they were accompanied by some kind of educational propaganda to the parents of the upper middle class. Drawing-room meetings, lectures to parents, or whatever measures the tact and wisdom of intelligent people on the spot might suggest, would be essential to the success of any new schools on the public plan. The fatal idea of most parents, that it does not matter where they send their children to when they are little, should be met and combated, and they should be shown that their children should enter early into a well thought-out scheme of education, in order that they may be thoroughly trained from the beginning, instead of being merely painted over in the last two years of their educational life. In repeated instances, I have been told that any attempt to start a High school would be absolutely useless, classes *would not mix*. The unsuccessful efforts which have been made to establish High schools at Tavistock, Newton Abbott, and some other places show that it is not enough to plant a good school and then leave it, there must also be measures taken to influence public opinion. I am sorry to be obliged to add that the most powerful influence of all is the example of some person of aristocratic or quasi-aristocratic position.

Unreality of caste distinctions.

Before leaving this subject of social prejudice, which is such a powerful factor in educational affairs in Devonshire, it is worth while to inquire how much justification there is for it. For the most democratic mother, who desires to see the whole population levelled up, does not wish to see her own daughter levelled down. But I have been assured, on all hands, that the tradesmen class in Devonshire are peculiarly refined; many teachers have told me that their children are far better brought up than those of the military class. The worst accusation I have ever heard brought against High school girls is, that they have been seen romping home from school hand in hand. To parents who never send their daughters to a day-school without the escort of a maid-servant, such behaviour, no doubt, appears a sin of the first magnitude. But it might be represented to such parents that if they would send their daughters in sufficient numbers to the High schools, their superior refinement, if it is real, would give the tone to the whole of the school.

The Ashburton High School might more properly be called a Middle school, as the girls do not usually stay beyond 16 years of age, and the standard worked up to is that of the fifth form of an ordinary High school. Ashburton is a happy instance of what may be done in a small town of less than 3,000 inhabitants by a few individuals who really care about education. The establishment of a High school there is due to the zeal of the vicar and his wife. It is found there, as everywhere where a good public school has been started, that it has improved the education of all the private schools in the neighbourhood. This is operating to its own injury, as it is losing pupils who once came from a distance. At Totnes, for example, the private schools have so much improved, that Totnes no longer sends pupils to Ashburton. It would be sad, indeed, if such a school were to perish on account of the good that it has done; it is a case that strongly calls for public aid, for it is providing exactly the kind of education which Ashburton wants, and exactly the kind which most of the smaller towns of Devonshire are destitute of, as regards girls. Ashburton.

Of all the six High schools which I have mentioned, Exeter is the only one which is endowed; it was formed twelve years ago out of an endowment which had originally been left in part for girls, but which had been wholly appropriated for boys. None of the other High schools receive any public help. Corporations do nothing for them, and they get no share of the whiskey money. They are unprovided with scholarships to the Universities. They are left to struggle on as they best can; nobody but their promoters regards the education of girls as a matter of public concern. They are simply proprietary schools, and have to be thankful that their shareholders do not press for a dividend. Only three of them, Exeter, Plymouth, and Devonport, have buildings erected for the purpose; the rest are in private houses, not satisfactory for their present use. No one can visit these schools without desiring that they should receive some form of public help. They, along with the four Middle schools which I shall speak of next, are the only institutions in Devonshire in which the education of girls of the middle class, and not private profit, is the first aim. They have already done a great work for education in the districts in which they are placed. In every place which I visited I was assured that they had greatly raised the character of the education given in the private schools. They are the hope of the future, as regards the education of girls in Devonshire; and it is greatly to be desired that they should all be placed in a position as secure as those at Exeter and Plymouth.

There are four public Middle schools in Devonshire; the Episcopal Middle School at Exeter, the Middle School at Tiverton, the Bible Christian Girls' College at Bideford, and the girls' department of the Stoke Public Schools at Devonport. The two former are strictly public schools, resting on an endowment, the two latter are proprietary schools. Middle Schools.

Exeter. The Exeter Middle School rejoices in magnificent buildings, and appeared to me to be a model of a school of that class, a school, that is, where children stay till the age of sixteen. It gets the children of bank clerks, commercial travellers, small shopkeepers, and farmers. The fees are 5*l.* per annum. Nearly all the girls are intended to earn their own living; many go on to training colleges, many enter shops. I shall speak later on about its relation to the elementary schools. This school has occasioned the closing of several inferior private schools.

Tiverton. The Tiverton Middle School, like the Exeter one, has been founded out of an old charity. It appears to be an excellent school, but its funds do not admit of so strong a staff as the Exeter Middle School possesses. The resident teachers, with the exception of the headmistress, are young women who have been trained in the school itself; but the art master and science master of the Technical School give lessons to the pupils. The curriculum seems to be a good deal inferior to that of the corresponding Middle School for Boys, which was formed out of the same charity. The girls learn no English literature or composition, no mathematics and no Latin, all of which are part of the regular curriculum of the boys; on the other hand, the boys learn no class-singing, and the girls do. This school also has led to the closing of some inferior private schools. It would be an improvement in the rules of both the schools which I have just mentioned if instruction in the church catechism were only given to those who specially applied for it, instead of being, as at present, remitted on special application.

Bideford. The Bible Christian Girls' College at Bideford was established by the denomination of that name with the view of providing education for the children of their own members, but it is open to all. It has excellent premises, the greater part of which have been built expressly, being additions to a superior private house. There is, unfortunately, a large debt on the building, and as special reductions are made for the daughters of ministers, the fees which are charged for day pupils are much higher than those of the Episcopal Middle School at Exeter. This is probably the reason, joined to the fact of its being a Nonconformist school, that it has very few day pupils (13 out of 67), and is mainly a boarding school. It appeared to me to be a most admirable institution, conducted by an educational enthusiast; it was the one bright spot in the educational darkness of North Devon. It is virtually a Middle school, as the majority of its scholars, being daughters of small tradesmen, farmers, and very poor ministers, leave at 16; but it has a staff adequate to give education up to 18, and has prepared several pupils for the Cambridge Higher Local. It has been chosen by the County Council, along with the Middle School at Tiverton, as one of the schools to which to send its scholarship girls, and a small grant is made by the Council for instruction in cookery.

The fourth school of this class on my list, the girls' branch of the Stoke Public Schools at Devonport, has not yet had time to show what it can do, as it is only in the initial stage, but if it is as successful as the school for boys it will do well. Both boys' and girls' schools were started as elementary schools, but the development of board-schools with free education has driven them more and more in the direction of secondary education. They are about to add a secondary department for girls, which will give an education similar to that of the Middle schools of which I have just spoken, for the sum of about 1*l.* 1*s.* per quarter. The school appeared to me to be the only instance I met with in Devonshire of an active demand from below for secondary education, creating the supply. The demand has come from the superior class of artizans employed in the Devonport dockyards, and a clever schoolmaster, seeing his opportunity, has been allowed by the trustees of what was originally a charity school to transform it into a secondary school. It still has an elementary department worked under the Code. Stoke.

The Higher Grade Girls' School in Devonport is the only higher grade school for girls in Devonshire, though one is shortly to be built in Plymouth. It has a good building, but has only been opened 12 months, so that the results of its work can scarcely be gauged. The school differs from most higher grade board schools in that it takes all the standards. I was informed that they have many promising girls, but that the examination for the scholarships offered by the Devonport High School was above the range of their acquirements. It is also a felt drawback that the scholarships do not cover the whole fee. Higher Grade Board Schools. Devonport.

These schools which I have now briefly reviewed are the only secondary schools in Devonshire which are not private ventures. In fact, speaking generally, we may say that private schools are the rule for girls in Devonshire. I have visited, either personally or by deputy, 65 of these schools, and have every reason to believe that what I have seen gives a good general idea of what I have not seen. The character of these private schools differs as widely as that of the ladies who are at the head of them. Every shade of competency and incompetency is employed in this task. I am exceedingly anxious to do justice to the zeal and faithfulness with which a number of the private school-mistresses in Devonshire are fulfilling their task. Nor do I wish to dispute that good private schools, and especially good boarding schools, have a special function to fulfil, and that it will be long before they are superseded. But yet, as a rule, it would be ridiculous to compare the private schools with a good High school. Very few of them have good buildings; very few have a thoroughly educated staff. Out of 70 private schools which I either visited personally, or about which I received trustworthy information, I only found seven which I could class as Private Schools.

excellent; 35 were probably fair; 21 indifferent; and 7 worthless. In only five of these schools had any of the teachers had a university education; and for a teacher to have passed the Higher Local, or even the College of Preceptors' examination was not usual. Only next in importance to their inferiority in point of teachers was their inferiority in point of buildings. This is a subject which forces itself on the attention of a visitor accustomed to see elementary schools. It seems ludicrous that while the law insists on trained teachers and ample breathing space for the children of the working-class, it should be legal for any ignorant person to open a school for the children of the middle class, and to asphyxiate them in small ill-ventilated rooms. The private schools which I visited were all held in private houses; in two cases the mistress had been so fortunate as to inherit the premises of a deceased High School; in three cases an additional house was used as well as the dwelling-house; in only three cases out of 63 had the houses been supplemented by schoolrooms built on purpose; and unfortunately in two of these cases the large and lofty schoolroom was considered to render class-rooms unnecessary. I very frequently found basement rooms used as schoolrooms; they are seldom unobjectionable. Too often, in private schools, the mistress takes the best room in the house for her own drawing-room, and crams the girls into the dining-room and a little back parlour, or even into attics. To this rule I noticed some honourable exceptions.

Buildings.

Social distinctions in schools.

Out of 97 schools about which I have more or less information, 17 describe themselves as schools "for the daughters of gentlemen." Some of these schools were started by very competent women, who were themselves superior to caste prejudice. But they have been forced by the struggle for existence to give way to the prejudices of the parents, and to advertise their schools as caste schools. Three of these schools appeared to me to be good schools. The others were generally described to me as "old-fashioned." "Accomplishments," it is said, are well taught, and considerable attention is paid to French. The girls are kindly treated, and the schoolmistress boasts of their health. The premises are often good; rents are low in Devonshire, and houses with gardens are not difficult to get; tennis grounds are frequent. Yet even in these schools for the daughters of gentlemen only, I have occasionally found premises such as no inspector would pass.

In nearly all these schools, the mistresses complained to me that the parents of the class for which they cater do not take their girls' education seriously. They fight against examinations; they only care about "accomplishments;" they are nervously anxious about the effect of study on their children's health. "Dear Georgina is not strong; she grows so fast; she *must not* be pressed;" this is the kind of note which the mistress is constantly receiving from the parents. There is this much to be said

for the parents, that when a girl is sent to school at 12 years old, wretchedly prepared by a private governess, she cannot be worked up to pass the Cambridge Junior without undue pressure. But the one thing which is furthest from the parents' understanding is that the foundations of a good education should be laid early. It is not surprising that the schoolmistress yields to this pressure from the parents, and contents herself with making the girls happy and comfortable, and putting the main strength of her teaching into languages and "accomplishments." Thus it was said to me of one school that "it was as good as the parents would let it be." Anything in the way of technical education is regarded by the parents of this class with dislike. "Why should "my daughter learn dress-cutting? she will never have to do it!" is the frequent objection.

Perhaps it is difficult to over-rate the evil which this kind of idle education, with its unblushing assertion of caste exclusiveness, must have on the minds of the pupils. Large views of life are not seen from the windows of these schools; thoughts that live and quicken do not enter through these doors. The prim conservatism, the fixed hostility to new ideas which characterise the average British matron of good position, are fostered in these seminaries. In many cases, too, the restriction to the daughters of gentlemen only is actually a fraud, though its nominal retention perpetuates the evils of class prejudice. Many schoolmistresses will take half-caste girls, provided they come from a distance, so that there is no danger of the high-caste girls forming intimacies with them in their own homes. One lady told me very naively that she had received in this way a tradesman's daughter from a distance, who was a very nice girl, and became very popular with her schoolfellows; but she was warned not to mention her home circumstances. Thus in this "select" school this girl was being taught to be ashamed of honest work, to blush for her father and mother, and to live a life of concealment and pretence; while at the same time the schoolmistress was practising a fraud upon the parents of the other girls. I should call this school a school of vice.

Middle-class schools.

I was told in Plymouth that the tradespeople are much more eager about the education of their children than the naval and military class. I should doubt, however, whether this statement applies to any general extent except in Plymouth and Exeter. The schools which take the daughters of tradespeople have the same complaint to make as the high-class schools, that parents do not take their girls' education seriously. There is not indeed the same resistance to examinations, and where examinations are perceived to be a step to earning a livelihood, success in them is desired by the parents. But the idea that it does not matter where a child is sent to in its early years, and that two years in a good (or indifferent) boarding-school on the coast will "finish" its education, is universal. The apathy of the parents is the great hindrance to the improvement of girls' education. I have no

doubt that a great advance has taken place since the period of the Schools' Inquiry Commission. I was often assured that the establishment of the Oxford and Cambridge local examinations had reformed the teaching in private schools. I rarely met with a school which did not profess to prepare for the Junior and Senior Locals. Of the 53 schools professing to be secondary schools (but not high-caste schools) which I visited or inquired about, I was led to class 4 as excellent, 25 as fair, 17 as indifferent, and 7 as worthless. It must be borne in mind that I am including in this list the first and second grade private schools. In most cases it is difficult to distinguish them from their prospectuses, except by their fees, as their pretensions are generally the same. It is a very honest school which advertises itself as a Middle school.

The worst class.

It will be observed that the indifferent and worthless schools form very nearly half the whole amount. The best schools are to be found in neighbourhoods where there are High schools, and the further you get from those centres of light, the greater is the educational darkness. The nadir is reached in the little country towns from which no public secondary school can be attended even by railway. I must describe one of these, that the Commission may understand what survivals still exist in Devonshire. In a country town of about 3,000 inhabitants, I was assured by the vicar that there was an excellent girls' school, perfectly adequate to the wants of the town. On visiting it, I found a head-mistress with the appearance and accent of a cook; her misfortunes, she told me, had driven her to school-keeping, but she was assisted by a lady with a very high degree, which turned out to be the London matriculation. She was teaching over 30 girls' in two wretched little garrets over an outhouse, the roof of which I could almost touch with my hand, approached by a dangerous staircase. The prospectus for this school comprised almost every subject ever taught in schools, and the fees for day-pupils for the ordinary course, along with drawing, painting, and German, amounted to 14*l.* 14*s.* per annum, only 6*s.* less than is paid in most of the best High schools in the country. In a similar school in another country place I found Magnall's Questions and Brewer's Guide to Science still in use; and it was easy to gauge the attainments of the teacher when she said, with a smile which was intended to be sardonic, "I suppose Government wants to "make all the education elementary!"

These, however, were the worst schools, and form a comparatively small class. In many other schools, which on account of the inferiority of their premises or the slender attainments of their teachers I could only class as fair, there were strong evidences of earnestness in work, and a desire to do all that was possible to improve the school. These teachers all complained of the short time which children spent at secondary schools, and the early age at which they are taken away. It is next to impossible to do anything with a badly prepared child in two years of school

life. I think it right here to introduce the evidence of a particularly intelligent teacher in Plymouth, who in answer to the question, "Do parents refuse to take their girls' education seriously," says, "I beg to say most emphatically, No! There "are some cases, of course, about one per cent., say; but the "majority are in earnest in desiring to further their girls' "education according to their own theories of what is right. . . . "Some parents, both directly and indirectly, have afforded me "invaluable help in training their children, and they are hardly "ever indifferent, though frequently mistaken." This opinion is valuable, but it is in direct contradiction to almost all the answers I received, which were practically unanimous in asserting that parents do not regard the mental training of girls as a matter of serious importance. Day pupils are kept from school for the most trifling pretexts, as, for example, that a relation has come to visit them. Many teachers expressed a wish for a compulsory attendance regulation for secondary schools. In some of the more stagnant country towns, I was assured that parents who have good means, and could well afford to keep their girls at school till 18, will often take them away at 12 years old, and allow them to grow up in idleness. This statement was denied in other places, but it was made so frequently, and on such good authority, that I cannot doubt that it is to some extent true in what I may call the darker districts of Devonshire. Indifference of parents.

As private governesses are still so much used in Devonshire, it is not surprising that the very small school, where the mistress takes about 12 pupils, is still in great favour, and is to be found almost everywhere. It is in fact an extension of the private governess idea. The schools are thought to combine the advantages of seclusion from vulgarity with individual attention to the health and dispositions of the pupils. And when they are conducted, as they sometimes are, by a clever woman who has some other sources of income, and who takes to teaching more from the love of it, than for the mere sake of a livelihood, they doubtless fulfil these expectations. But it is obvious that 12 children of different ages cannot be well classed under one or two teachers, while they lose the stimulus of learning with numbers. Sometimes too, where the mistress is entirely dependent on her school for her living, the teaching is carried on in rooms so small that they would be insanitary even for a small number of children. Small schools.

It will be observed, if the returns sent to the Commission are studied, that the elementary school teacher is putting forth his sickle into the secondary school harvest. He thinks that it will be more profitable to teach for a fee and to take boarders than to teach for a salary. He marries a certificated teacher, and thus secures an unpaid assistant. His heroic wife runs the house, rears the offspring, and takes a good share of the teaching. Undoubtedly their knowledge of educational method gives them Elementary school teachers.

an advantage over ladies whose misfortunes have driven them to school keeping. But with one or two exceptions in cases of schools conducted by teachers of special ability, I have not found these schools taking a good position. Before the lower middle class is handed over to the elementary school teacher, it is desirable that he himself should know something more of higher education than the ordinary training college gives him.

One question which suggests itself irresistibly after visiting the girls' schools of Devonshire is, whether it is not possible at least to stop at once the creation of any more inefficient schools by passing some simple measure to hinder any unqualified person from setting up a school.

TECHNICAL INSTRUCTION.

My account of the provision of Secondary Education for girls in Devonshire would not be complete without some notice of the work of the County Council, the Technical Schools, and the University Extension classes. I fear that I may seem to have dealt at undue length with the question of the provision of secondary schools, and its relation to the caste problem. But I became convinced, before I had been long in Devonshire, that this was the subject which most needed investigation, and therefore I devoted to it the greater part of the very brief time at my disposal. I was aware too that the subject of technical instruction would be dealt with by abler hands than mine. I shall therefore give as briefly as possible the impressions which I was able to gather.

It seemed to me that if it may be said of England in general that people do not care about education, but that they are beginning to care about an education which is seen to lead directly up to bread-and-butter, it may be said of Devonshire that people do not care about education, but there is a hope that they will soon begin to care about bread-and-butter education. This hope lies in the educational work of the County Council and the Technical Schools. It is true that when one considers the general inadequacy in kind of the provision for girls' education in Devonshire, there is something almost comic in the accident which put it in the power of the County Council to provide technical instruction and the educational ladder, but not secondary education. It seems deplorable that it should be obliged to spend its money in making ladders, while the children on the shelf to which it is proposed to climb are educationally starving, and in providing technical education before the foundations of a good scheme of secondary education have been laid. At present the only schools which the County Council can use for the girls who have won its scholarships, are the Bible Christian Girls' College at Bideford, and the Tiverton Middle School, these being the only schools not conducted for private profit which take boarders. To these schools the County Council gives a grant of 25*l.* a year to support the teaching of cookery. Nine girls are now receiving their

County council scholarships.

education there at the expense of the council, and they are well reported of. The girls have equal chances with the boys in competing for these scholarships, but the boys get them in the proportion of more than 3 to 1. This probably points to the fact that in elementary education, as in secondary, parents do not take their girls' education seriously. It is too early yet to judge of the effects of the County Council scholarship scheme, but no doubt it will prove a great stimulus to elementary education in Devonshire.

Evening classes.

It is also too early as yet for any positive verdict on the hopeful work of the evening continuation schools, carried on partly under the Education Department, partly under the County Council. There is scarcely a village in Devonshire where the work of the Council in the form either of science classes, dairy classes, horticulture, wood-carving, cookery, nursing, or dressmaking, has not penetrated. In the girls' evening school at Exmouth, the number of applications for admission was so great that many had to be refused. In the dairy classes the farmers' daughters in remote villages have an opportunity of learning the principles of their craft, and are shown that knowledge can get 25 per cent. more cream from a given quantity of milk than ignorance and custom. Interest and attention are being aroused, and these are the forces which must be got to work before there can be any real improvement in secondary education. Though the work at present is largely experimental, and though it naturally has many critics who can expose its weak points, I cherish the hope that when the farmers and small tradespeople see that knowledge leads up to profit, they will be more willing to invest money in the education of their daughters.

Technical schools.

The Technical Schools are chiefly attended by pupil-teachers, or others who are seeking knowledge as a means of improving their livelihood. Their art classes are often attended by young ladies who have been to secondary schools; but it is not often that the science or manual instruction classes are attended by pupils of that description. In Exeter the interesting experiment has been made of uniting Technical College with University Extension work under one principal, an experiment mainly due to the private efforts of a lady who devotes herself to the spread of education. In this way the college is able to supply the literary instruction which is unavoidably absent from the scheme of merely technical colleges, and to open up all kinds of intellectual paths for those who love knowledge for its own sake. It is hoped that in time it will do the work of a local university college without the expense of a resident staff. At present it does not supply all the technical instruction which might be desired by young ladies who have left school, as there are no cookery classes, and dressmaking is not taught, because there are classes for that object at the Young Women's Christian Association. There is a large telegraphy class at the Technical College, in connexion with the City and Guilds Institute. All the classes at the Technical College are open to girls as well as boys, and a restriction as to age prevents the college from encroaching

on the province of secondary schools. The University Extension lectures are almost exclusively attended by ladies; the audiences are large, and last year, for two courses of historical lectures, 60 papers were sent in weekly, and the results of the examination were good.

Tiverton.

The Tiverton Technical School, which is just building new premises, has been working at technical education for 20 years, and now the County Council is usefully augmenting its powers. It aims at helping scholars of all sorts, though its first object is to help artisans and develop local industries. It hopes to have classes affiliated with the middle-class schools. I was informed that though young ladies do not use the institution to any great extent, it is there for them if they chose to use it.

In some cases there appears to be a danger, which has occurred in other parts of the country, that the technical schools may be largely used as secondary schools for children, instead of as continuation schools for those who have left school. I regarded this as outside the scope of my inquiry, and I mention it here only as a proof of the urgent need which there is to catch the wandering comets of secondary education which are now let loose in England, and harness them to some workable solar system.

University extension.

With regard to University Extension lectures in Devonshire generally, though they only succeed in places where there is a large middle-class population, and though one never hears of their being attended by large classes of working men as they are in the North, I believe that they are doing a great work in creating an educational atmosphere. The great problem in Devonshire, as in England everywhere, is to get people to care about education; and one powerful means of doing this is to bring them into personal contact with men who, in addition to sound training, have enthusiasm for their subjects. And if we wish to catch our fish, we must bait our hooks with what the fish will take.

The demand for Secondary Education in towns.

I now pass on to the question which stands first on my instructions, how far girls from elementary schools demand, and make good use of, such education as is at present provided. Speaking generally, there is no such demand in Devonshire. The response to the offer of scholarships by the County Council has been small on the part of boys, very small indeed on the part of girls. Except in Devonport and Exeter, there are no scholarships leading from the elementary schools to the High schools. The Plymouth and Exeter High Schools do not offer any, but at Exeter the Middle school gives two exhibitions tenable at places of higher education. Occasionally, an ambitious parent will send

Plymouth.

on a girl from the elementary schools to the Plymouth High School, but the experience of the headmistress is that the abilities of such girls are seldom equal to their ambitions; and she added that it was no real kindness to take them out of their class,

when their gifts were not above the average. The Devonport High School offers two scholarships every year. The scholars, I was told, are generally disappointing; they work badly, and it seems impossible to overtake their lack of home culture. The scholarships are taken here between the ages of eight and twelve; they are not confined to elementary schools, and the sum does not entirely cover the fee; the difference has to be paid by the parents, and this has frequently been a check to children from the board schools, as well as the difficulty about the examination, which I mentioned before. Some allowance should be made for the fact that the Higher Grade board-school has only been opened a year. Devonport.

The Episcopal Middle School at Exeter offers eight scholarships yearly, some confined to elementary schools, others not. There is the greatest difficulty in finding candidates from the elementary schools, and the headmistress spoke of the mistake which it was to encourage vain ambition. When found, the elementary scholars are so ill-trained and so little accustomed to think that they have to be taught by themselves for a year before they are fit to learn with the others. One of the charities which supply the scholarships to this school, sends poor middle-class children, and although they are not admitted by examination, and consequently not picked, it is found that they value education more. Exeter.

At Tiverton, it is stated that the demand for secondary education has greatly increased since the establishment of the girls' middle school; girls from the elementary schools come in large numbers. Here the verdict of the headmistress was that girls of this class do well, make fair progress, and frequently become pupil teachers. Similarly the headmistress of the Bible Christian Girls' College at Bideford declared that the girls from elementary schools were not mechanical, that they were able to adapt themselves to circumstances, and that they came on well. It must be borne in mind that the standard of comparison in these last two institutions, which are in an agricultural district, and receive only children of very limited opportunities, is necessarily lower. Elsewhere the testimony was all but universal that the girls from elementary schools, though advanced in arithmetic and spelling, are utterly mechanical, do not know how to use their brains, do not know when to multiply and when to divide, besides suffering from a scheme of education which has taught them no history and no geography. One headmistress went so far as to say that she would rather have girls from second-rate private schools, as they had received more personal attention. Similar statements are made in all parts of the country, and point to the two great weaknesses of our elementary school system, the large classes which are allowed, and the inadequate training of the teachers. Tiverton.

I have already indicated that the upper flight of the educational ladder is not provided in Devonshire; there are no scholarships from any girls' schools to the universities. Many girls both from the High schools and the best private schools have successfully competed for open scholarships. I need not say that

university scholarships are earnestly desired for their schools by the High school headmistresses.

I have reported the statements made above about elementary scholars, not with the view of deprecating the provision of educational ladders, which ought always to exist, but because good and needful as they are, they are not the most urgent need at present. The urgent need of the county, as regards the education of girls, is Middle schools. I say Middle schools, not because High schools are not also needed, but because the well-to-do classes *can* send their daughters to good boarding schools, but the class who cannot afford to do that are exactly the class who suffer most from the inadequate provision (in kind) of secondary education in the smaller towns. I may remark in passing that there are two towns of over 10,000 inhabitants, Barnstable and Tiverton, and five of over or about 8,000 (Tavistock, Exmouth, Newton Abbott, Teignmouth, and Ilfracombe,) where there is no public girls' High school; and whenever it is recognised that "a good and cheap "education, brought to their own doors," is one of the rights of citizens, those towns will have High schools. But the most pressing need at present is for schools which give an education up to the age of 16. It might seem that a Middle school with a higher department attached would meet the needs of the two sections of the middle class. The difficulties which are said to beset this plan in boys' schools, do not, I think, apply to girls' schools; and experienced teachers have assured me that even preparation for the university can be successfully carried on in an upper department of a good middle school, because older girls, who have been well taught from the beginning, can vanquish a new subject in months instead of years. And in the Bible Christian College at Bideford the plan is in actual working, for though there is no separate department for higher education, there is a staff adequate to prepare girls for the Higher Local, or even for the universities, and a few girls stay till 18. But here the girls are all of one caste; the great objection in most cases would be the caste difficulty. Parents of the upper middle class would hardly be induced to send their children to a school which was professedly a Middle school. It is undoubtedly a wise course not to adopt the name "Middle school," which at once suggest class distinctions, but as has been done at Ashburton, to call the school a High school, and endeavour to develope it on those lines. But this alone would not overcome the caste difficulty; there would need to be the influence and example of social leaders to make such schools a success.

The urgent need.

TECHNICAL EDUCATION.

With regard to the question whether it would be better to add a technical side to the ordinary schools, or to supply special schools with a curriculum leading up to the practice of the home arts, &c., I found the private school-mistresses in Devonshire to be almost unanimous that technical education is impossible during school life, as preparation for examinations takes up all the time it is possible to give. The few answers of an opposite nature

which I received were from the headmistresses of High Schools. They were in favour of a technical side for secondary schools they would like to see manual training introduced, and Kindergarten occupations followed up through all ages in suitable developments. In the Exeter High School, needlework and cookery are already introduced, and the school has an admirable chemical laboratory. But the girls who are going in for examinations are discouraged from taking up these things. It must be borne in mind that the girls who go in for examinations are the minority in most schools. The head-mistress at Exeter was in favour of an extremely elastic curriculum for girls, and told me that in her school almost every girl had a different time-table. The frequent failure of girls' health between the ages of 14 and 16, which is said to be very marked in some parts of Devonshire, was alleged to be one great reason for this elasticity. There was a general agreement that the girls who are preparing for serious examinations have no time for technical subjects.

On the question whether technical education could be better given in a central institution or in the schools themselves, there was great difference of opinion, some maintaining that it was difficult to maintain discipline when the instruction of the school was under different heads, others seeing no difficulty about it. The circumstances of some towns, Torquay for example, would make it very difficult for a central school to serve all classes without great waste of time. There is little doubt that the wants of all social classes can be supplied in a single technical institution, even under the caste system, since young ladies can attend in the daytime, and the working class can only attend in the evening. Many mistresses said that though it was not possible to get technical education in during school hours, it was next to impossible to hope for its being taken after after a girl had left school; tennis, riding, and other amusements were so absorbing, and parents indifferent or even hostile to their daughters learning such things. Altogether the subject is still so little tried in Devonshire, that I do not think I have learned anything on the question as to how a system of technical education for girls should be organised, regard being had for the varying wants of the social strata in urban and rural districts.

Provision of scholarships.

With regard to the provision of scholarships, I heard the opinion expressed by an elementary teacher of good standing that the amount of maintenance scholarships at present offered by the county council, 30*l.*, was not sufficient, that 10*l.* more was needed.

The demand for Secondary Education in the country.

The demand for the Secondary Education of girls is much smaller all over Devonshire than it is for boys. It is increasing wherever a better education is given. The causes of the small demand are likely to be permanent until a widespread system of good education shall have produced a different class of parents.

Education and life-career.

It is impossible to give any figures showing the proportion of girls from secondary schools who are intended to earn their living,

but as a general rule I think it will be found that where girls pay 12*l.* a year or under for school they are intended to work, and where they pay over that they are intended to get married. When they are intended for the latter career of course no attempt whatever is made to train them for it, but more stress is laid on the piano, guitar, mandoline, water-colour-painting, and French.

As of all the possibilities which lie before a girl, the most probable is that she will be the mistress of a house and will be concerned with the training of the young, it might seem that the preparation for life-career might be more uniform in the case of girls than in the case of boys, while at the same time the considerations mentioned above suggest that it should be more elastic. If the chief problem be, as it seems to me to be, to train the judgment, then it is a question whether the rigorous classical training which boys get and the responsibilities which are put upon them in public school life, do not do more to train the judgment, intellectually and practically, than anything which is as yet met with in girls' schools. We so frequently see women either deficient in the power to assimilate new ideas, or suffering from voracity in absorbing them; we have on the one hand the British matron *comme il faut*, on the other hand the New Woman. I imagine that a wise school ought to be able to develop the independent intellectual life, while at the same time supplying the ballast which shall prevent a girl from becoming the sport of ideas. But these are questions for the practical educator, on which my Devonshire experience throws very little light.

Mixed schools.

The whole of the questions relating to mixed schools of girls and boys are out of the range of practical politics in Devonshire. The parents of the well-to-do class, who have not yet accepted public schools for girls, would regard mixed classes with abhorrence. If you find a mixed school in Devonshire (except for very little children), it is a sure sign that it is a third grade school socially. In one very genteel school in a very genteel watering-place, I was told that the little boys and girls were kept in mixed classes till 11 years old when the school was first started, but the parents insisted on their being separated as early as six. As a rule they work together till 8 or 10. Nothing useful could be learned in Devonshire on a subject about which there was no experience.

Mixture of classes.

I have already answered the question as to the mixture of social classes in Devonshire. Broadly speaking, it is not yet an accepted fact, and where the villa resident class send their daughters to a public school, it generally means that they have pretty well got possession of the school, and that tradesmen send their daughters elsewhere. Still the idea is making progress, and where the High schools have been long established, it is reported that social prejudice is diminishing.

Stages of education.

I understand that by the problem of enabling children to pass through the several stages of education, is meant chiefly their

transference from elementary to upper schools. I should think the answer would be that it is easier to transfer girls to a High school than boys to a classical school. But both sexes must be at a disadvantage for some time, owing to their knowing so little of many things which are learned in Middle or High schools, while they are advanced in arithmetic. The difficulty of classifying children from elementary schools was complained of to me by all sorts of mistresses. Girls from elementary schools in Devonshire are under a special disadvantage, because they learn no geography, and no history.

Cost of Education.

Time did not permit me to obtain any data for comparing the cost of girls' schools with that of boys', nor can I give any facts about the salaries of assistant mistresses in private schools. The generally low qualifications of these teachers, and the competition amongst schools, suggest low salaries. I do not believe that the scale of assistant mistresses' salaries affects the quality of the education given in High schools, as I am sure that there is not a body of teachers anywhere who give more value for the money than the assistants in girls' High schools. Still, the amount of salary offered must influence the candidates for these posts, and the most highly trained teachers, such as ladies who, in addition to a university course, have been to a secondary training college, must fall to the schools which offer most.

Boys *versus* girls.

I was informed that parents in Devonshire generally will not pay as high fees for girls as for boys. In the north of England, in places where employment for boys is readily got, it is observed that parents will sometimes send their girls to a more expensive school than the one to which they send their boys, in hopes of securing social advantages for them with a view to marriage. Probably this sometimes obtains in Devonshire also.

Local authorities.

The question as regards the generosity of local authorities is easily answered, since with the exception of the County Council, local authorities in Devonshire do nothing for education, either for boys or girls.

Competition of schools.

I have already shown that girls' High schools are suffering from the competition of cheaper schools, and also, though to a less extent, from the competition of dearer schools, which still attract from social reasons. Speaking generally, one of the most striking features of private schools is their dearness. A girl who is learning French, Latin, mathematics, class singing, and gymnastics at a good High school, pays generally about 15*l.* a year. But at most of the Devonshire private schools she would have to pay from 18 to 25 or even 30 guineas a year for the same subjects. (I am taking as a standard what is paid for girls over 14*.) One would not quarrel with higher prices for a superior article, but except in the six really superior schools of which I

* The totals would be higher if I took German instead of Latin, as German must be taught by a foreign governess, whereas Latin is generally administered by one of the resident English teachers.

have previously spoken, these prices are paid for inferior teaching in inferior premises. If the fees are lower than High school fees, it is an almost certain indication that the school is a Middle or a third grade school. There is, however, considerable variety in the fees according to the district. In Devonport the High school suffers from the competition of cheaper schools, and there is only one which manages to hold its own with equal terms. In Plymouth, on the other hand, there are at least five schools which are dearer than the High school, one of them (a "select" school) reaching the sum of 30*l.* per annum for day pupils taking the subjects I have mentioned. This can only be accounted for by the prejudice against public schools which exists in Plymouth society. In Exeter there are two schools whose fees for day-pupils add up to a higher sum than the High school terms, one is a "select" school, the other a Nonconformist. In Torquay some select schools which existed before the High school have been suppressed by its establishment, but the large support given by the tradespeople to one excellent private school, kept by Nonconformists, enables it to compete with the High school at actually higher terms.

Devonport.

Plymouth.

Torquay.

Still, as a rule, I think it will be found that wherever the influence of a High school extends fees have been reduced; thus the chief secondary girls' school in Crediton has reduced its fees, doubtless because girls now go by train from Crediton to Exeter High school. Certainly it will be found that where there is no competition of public schools, there education is dearest. In North Devon, for example, where there are no High schools, fees are at their highest. In Ilfracombe, second grade schools charge more than High school terms, and a day pupil may pay as much as 36*l.* per annum for the privilege of learning in a "select" school the same number of subjects as a High school teaches for 15*l.* Ashburton and South Molton, two country towns of about 3,000 inhabitants, furnish a striking proof of the effect of establishing a good public school. In Ashburton, where there is a High school, the private schools only venture to ask 3*l.* or 4*l.* a year; while at South Molton, where there is no competition, 13*l.* 13*s.* would have to be paid for an education no whit superior. It will be understood that the figures I quote do not represent the nominal fees charged in private schools, which often appear very low; but by adding in the subjects which are taken in an ordinary High school course, but which are almost invariably charged as extras in private schools, the results above mentioned are reached. It ought to be said, however, that none of the charges named in the prospectuses of private schools are to be regarded as a fixed tariff; there is so much competition that the mistress is nearly always willing to make a bargain with parents, and one very competent teacher urged it to me as an advantage which private schools have over public ones that they are able to meet the parents as to terms.

Crediton.

Ilfracombe.

Ashburton.
S. Molton.

I cannot conclude my Report without referring to a subject which is not touched upon in my instructions, the service which might be rendered by women in the peculiar difficulties which any new scheme of educational organization must meet with in Devonshire. The influence of social leaders is far greater in Devonshire than in the North of England, and I was much interested to find that in almost every place I visited some one person, very often a lady, was fighting the battle of education in one way or another. To the same effect, Mr. C. Acland remarks in the Report of the County Council Educational Committee that "the success of the "County Council classes has depended to a very large extent on "the interest taken in them by those who are in a position to "exercise influence amongst the inhabitants of their respective "localities." In one aspect, this feature is not encouraging; we must not expect from the people of Devonshire generally a demand for better education. They will follow, not lead; the supply, as Mr. Bryce has said, must create the demand. In another aspect it is encouraging, as it indicates a force which may be made use of for the improvement of the present state of things. Influence of social leaders, especially ladies.

And ladies especially should be enlisted as leaders in any new educational movement which may be the outcome of this Commission. It is to be regretted that they are not to be found on all the governing bodies which have to do with the education of girls. They are to be found on the councils of all the High schools, but not amongst the governors of the Exeter or the Tiverton Middle Schools, nor on the Technical Education Committee of the Devon County Council, or of the similar Committees of the Plymouth and Exeter County Boroughs, though there appears to be no legal obstacle in the way of their co-optation as members of these committees. It is from them that we may chiefly expect the personal influence which alone can overcome the difficulties prevented by the caste problem. And many Devonshire ladies have already shown that they can bring both ability and devotion to the service of the cause of education.

I am, &c.
ELLA S. ARMITAGE.

The Secretary,
Royal Commission on Secondary Education.

REPORT

BY

MR. F. E. KITCHENER, ASSISTANT COMMISSIONER,

On Secondary Education in the Hundreds of Salford and West Derby, in the County Palatine of Lancaster.

TABLE OF CONTENTS.

	Page
Introduction	111
Part I.—Special Towns:	
§1. Manchester and Salford	113
Appendix A.—Grammar School, Scholarship Competition	122
Appendix B.—Grammar School, Scholars, Source and Career of	123
§2. Liverpool and Bootle	134
Appendix E.—College and Institute, Districts sending Pupils	143
§3. Cotton Towns: Oldham, Rochdale, Bury, Bolton, and Ashton-under-Lyne	147
§4. Iron Towns: Wigan, Warrington	165
§5. Chemical Towns: St. Helens, Widnes	172
§6. Endowed Schools in smaller towns and country districts, and comparison of Lancashire Endowed Schools in 1866 and 1894	177
Appendix C.—Schools sending in Boys or Girls Public Examinations	192
Appendix D.—Table of Per-centages comparing Times assigned to different Subjects in different Schools	206
Part II.—§1. Higher Grade Board Schools	209
§2. Co-ordination of Schools and Overlapping of Agencies	214
§3. Proprietary and Private Schools	222
§4. Science and Art Department Examinations	227
§5. Technical Instruction Committes	230
§6. Deficiency of Schools	233
§7. Inspection and Examination of Schools	237
§8. Government of Schools and Administration of Secondary Education	241
Map of parts of Lancashire, Yorkshire, and Cheshire, showing the localities from which pupils of the Manchester Grammar School are drawn	246

Mr. Kitchener's Report on the Hundreds of Salford and West Derby, in the County Palatine of Lancaster.

SIR,

I HAVE the honour to lay before you my report on the result of my inquiries in the special district assigned to me, viz., the Hundreds of Salford and West Derby, in the County Palatine of Lancaster.

This district includes all the county boroughs in Lancashire, with the exception of Blackburn, Preston, Burnley, and Barrow, and contains nearly three million inhabitants, or about seven-tenths of the population of the whole county.

Its extent and character, together with the shortness of the time within which my inquiry has had to be completed, have rendered it necessary that I should, in the main, confine myself to the points stated in your instructions.

I have not, therefore, made an exhaustive inquiry into the present state of Secondary Education such as that carried out by Mr. Bryce for the Schools Inquiry Commission in 1866, nor have I been able to visit more than a selection of schools of each type. I have visited the chief towns in my district, and informed myself of the state of Secondary Education in each. I have endeavoured to consider each town as a separate problem, taking into account (1) the different bodies at present dealing with any part of Secondary Education in it, and their relation to one another; these include the governing bodies of endowed schools school boards providing higher grade board schools, managers of voluntary schools providing education beyond the standards, county, or county city or county borough councils administering the residue grant under the Local Taxation (Customs and Excise) Act, 1890, the councils of special companies formed for the purpose of founding and maintaining secondary schools, and councils of education voluntarily formed for the philanthropic object of regulating and promoting Secondary Education in particular towns; and (2) the various places of education giving secondary instruction, whether endowed schools, proprietary, elementary, or private schools, technical institutes, or higher grade (otherwise called board secondary) schools.

With this object I have visited the 11 county boroughs in my district, or on its borders, and as many as possible of the smaller towns; the opinions in my report are founded on a personal visit to 27 endowed schools, 20 proprietary schools, 43 private schools, 18 technical schools, 11 higher grade schools, and 12 elementary schools giving somewhat higher instruction.

I was directed by you to bear in mind that "the main object "of the Commission is to propose measures of a practical

" character for the better *organisation* of Secondary Education." I have therefore specially considered in each town—

1. By what agencies Secondary Education is supplied;
2. Whether these agencies fail to cover the whole field, *i.e.*, whether there is any deficiency;
3. Or whether these agencies more than cover the whole field, *i.e.*, whether there is any redundancy;
4. How such deficiency or redundancy can be counteracted, and what authority will in each case be best to deal with existing difficulties, or such difficulties as are likely to arise.

Incidentally the following questions have received my attention:—

1. The way in which the Excise grant has been used for technical instruction in the various districts;
2. The effect which the Science and Art grant has had on the education in schools, with reference (1) to the subjects on which grants may be earned; (2) the conditions of such grants; (3) the mode of estimating the grant;
3. The way in which endowed school schemes are administered by local boards of governors.

In order to present before you the circumstances of each town or district, not separately but as factors in a complex whole, with which the newly constituted county or provincial boards will have to deal, I have found it necessary to go into considerable length in the case of several towns.

I have not attempted to go into full details, but to put the condition of the place before you as they presented themselves to me in each case. I was greatly struck by the diversity of the conditions; no two towns or districts seemed to me to present exactly the same circumstances; nor again are the conditions permanent; the increase of population, the sudden growth of villages into towns, the shifting of trade, make the problem of 1894 very different to what it was in 1866, and every 10 years the needs of each locality require to be reconsidered.

Such consideration of certain typical places as a whole will, I think, throw great light on the nature of the central controlling authorities and local governing bodies that will be best suited to deal with the needs of south-east and south-west Lancashire.

The towns that have been selected for special description are as follows:—

1. Manchester, with Salford.
2. Liverpool, with Bootle, and the suburbs on the sea coast.
3. Oldham, Rochdale, Bury, Bolton, and Ashton-under-Lyne.
4. Wigan and Warrington.
5. St. Helens and Widnes.
6. Endowed schools in smaller towns and country districts.

I hope it will not be assumed that because any town has not impressed me as specially typical and is not discussed in detail, that therefore it has been omitted.

If time or space permitted, I should have preferred to take each successively in detail, before summing up my conclusions; but allusions will be given to special points in institutions not otherwise mentioned in the general chapters, in which I sum up the results of my somewhat hurried visit, under the following heads:—

1. Higher grade or board secondary schools.
2. Correlation of schools of various types, and redundancy or overlapping in special districts.
3. Proprietary schools and private schools.
4. Schools under the Science and Art Department.
5. Technical instruction and technical institutes.
6. Deficiency of schools in special districts.
7. Inspection of schools and examination of scholars.
8. Government of schools.

Although I have thought it convenient to insert the descriptions of these towns in the first part of my report, yet the second part, dealing with general conclusions, stands by itself, and can be read separately.

PART I.

SECTION I.

Manchester.

Manchester.

The city of Manchester, with its 505,368 inhabitants,* and the adjacent borough of Salford with 198,139, may naturally be considered together, and for several reasons require special attention.

The educational state of Manchester is of importance, not only on account of the great size and commercial activity of the city itself, but because it forms the natural educational centre for the group of large towns which surround it within easy daily reach by rail. Again, in Manchester, the various progressive movements in education of the last 30 years have made the earliest start, at any rate in the county under consideration. Lastly, the very fact that Manchester has profited by every opportunity to advance has produced the consequence that the interferences of the different waves of educational development with one another have here made themselves specially felt.

Difficulties, not inherent in the nature of the subject, but arising from imperfect co-ordination of educational agencies early felt here, are only beginning to be felt in other towns, and it may be possible, by studying Manchester, to guard against their growth elsewhere.

* The populations given here and elsewhere refer to the Census of 1891, without allowance of increase between 1891 and 1894.

I propose to give here such details of the various educational organisations as may be necessary for the problems referred to, reserving the conclusions to be derived from them to the general section on "Overlapping."

Local University College.

Owens College. At the head of all education in the city stands the Owens College, founded as early as 1851, incorporated in 1871, and constituted a college of the new Victoria University in 1880.

The work of the Owens College does not come under the head of Secondary Education, but inasmuch as students are admitted as soon as they are 16 years of age, while first grade secondary schools retain some pupils up to the age of 19, the University College cannot be left out of any scheme for the prevention of interference, and, indeed, not many years ago students were received as quite boys, at any age over 14, on passing an entrance examination.

The amount of possible interference may be estimated from a return given in the College Calendar of the numbers and ages of the students.

In the session 1892–93 the numbers of students were:—

Arts, science, and law department (including 34 women students)	541
Department for women	93
Medical department	387
Day students	1,021
Or allowing for double entries	945
Evening students	320

The male students, who might possibly have remained at school, are included in the 541 in the arts, &c. department; of these, 115 were between 16 and 18 years of age, and 137 between 18 and 20 years of age.

The question limits itself, therefore, to the 115.* I did not find that there was very strong feeling among the headmasters of grammar schools that boys were forced away unduly early. If the boys were capable of higher specialisation they remained at school till 18; if they were average boys, intended for professional life, or for an engineering or a commercial course, there was an agreement that it was better that they should matriculate at an earlier age for Victoria or London universities.

A change lately introduced into the college system as to scholarships tends to prevent the clever boys being induced to leave school early. If college scholarships are given for general excellence, then a boy at school is induced to try for them before he has specialised, and so put himself at a disadvantage in a general competition; on the other hand, if scholarships are given

* In the session 1893–94 the number is 116 out of 588 students in arts, &c.

on the principle that excellence in some one branch determines the award, then a boy has every inducement to stay at a good school through the specialising period of one or two years, so as to win an entrance scholarship. At Owens the system of entrance scholarships has lately been reorganised on the latter principle, and this must tend to establish relations between Owens and first grade schools, such as are well defined between the older universities and the public schools.

The college authorities admit that in early days Owens occupied an "amphibious" position between school and university; the position, as a college of a university, has been gradually more clearly defined, and any lingering remnants of difficulty may be removed by a better co-ordination. With this view, on the initiation of Principal Ward, a committee was formed in June 1894 for the co-ordination of technical and other education in Manchester. On this committee Owens College, the Manchester and Hulme Grammar Schools, the High School for Girls, the Technical School, and the School Board are all represented.

The work of this committee has been suspended owing to the long vacation, and has not got beyond the preliminary stage.

In the science branch of the women's department the Owens College and the Manchester High School for Girls are working together, to their mutual advantage; the girls at school over 16 and the junior students at Owens being found to require the same science courses, and the women's department at the Owens College being cramped for room, it has been arranged for science courses to be given by the professors of Owens College in the Dover Street High School buildings, to which Owens College students are admitted as well as high school girls.

A slight difficulty has occurred in this arrangement, which may be mentioned as a sample of a difficulty which a correlating board of education might deal with. The high school girls attending these classes, although really school girls, are necessarily enrolled as Owens students; from this fact they find themselves debarred when they leave school from competing for entrance scholarships at Owens, as they otherwise would have done.

A similar arrangement with a somewhat similar difficulty arising from it has been made between the girls' school and the Municipal School of Art for higher instruction of the girls in art.

On the whole, the strictly university work is becoming gradually more clearly defined, and there are no special signs of redundancy or interference.

Endowed and Proprietary Schools.

Manchester Grammar School.

The Manchester Grammar School in every way stands far ahead of any other secondary school in my district; the advanced character of the education given, the largeness of the area from which it draws its day boys, and the extraordinary number of

boys which it sends up annually to the universities, not only distinguish it from other Lancashire schools, but give it a foremost and in some respects the foremost place among the great day schools of England.

It is not necessary to enter into the past history of the foundation; full accounts of the school up to the date of their inquiry are given by the Schools Inquiry Commission.* The school up to 1867 consisted entirely of free boys. In that year, under a scheme established by the Court of Chancery (7th August 1867), paying scholars at a fee of 12*l.* 12*s.* a year were admitted, and the number of free boys fixed at 250 but liable to vary with the income of the endowments. The number of scholars quickly increased; in the first half year of 1869 there were 250 free and 113 paying boys; by 1883 the numbers reached their maximum in the history of the school, 949; from this, with some fluctuations, they have gradually fallen to 800 at the time of my visit.

The government of the school as established by the Court of Chancery was modified by a scheme (30th April 1877) under the Endowed Schools Act, and this scheme has been amended in 1888 and again in 1891.

The governing body now consists of 24 persons, four ex-officio, viz., the Dean of Manchester, the President of Corpus Christi College, Oxford, the Lord Mayor of Manchester, and the Mayor of Salford; nine representative, one each representing the universities of Oxford, Cambridge, and Victoria; one each representing the magistrates, town council, and school board of Manchester and Salford respectively; and nine co-optative members. The number of free foundation scholars was fixed at one for every 15*l.* of net income, and this gave the number of scholars at about 160.

Scholarships.

In 1885 a decline was noticed by the then high-master, Mr. Dill, in the number and the quality of those competing for free scholarships from the elementary schools, and as it is from this period that the question of "overlapping" of the Grammar School by the Higher Grade Board Schools first came to the front, it will be necessary to go into the facts with some detail.

In 1881 the Ducie Avenue Board School was opened as a higher grade school, and in 1884 two schools, the Peter Street and Lower Mosley Street Schools were transferred to the new central school then opened in Deansgate. The opening of these schools, and the various pecuniary emoluments offered there naturally had its effect on the boys competing for the Grammar School scholarships.

These scholarships are awarded by two examinations, one in June and one in November. Boys from both elementary and other schools compete, with a preference clause providing that

* See vol. i. pp. 517–525 for recommendations of the Commission: vol. iii. pp. 301–326, and vol. v. pp. 213–222, for evidence of the trustees and headmaster: vol. ix. pp. 889–899 and vol. xvii. pp. 313–323 for Mr. Bryce's Report.

at least half the scholarships shall be taken by boys from elementary schools. Originally any boys under 14 might compete, those over 13 having to qualify by reaching a certain standard in French or Latin; but the age limit was reduced to 13 in the time of the last high-master, at which it now stands.

Besides these scholarships, given to boys who have not been in the school ("externals"), other scholarships are given by the results of the severer examinations to boys already in the school ("internals").

For our purpose the "internals" may be left out of consideration, and we have to consider two points—(1) the rise or fall of the number of competitors at the two annual examinations; (2 the number of boys from elementary schools who are successful, as compared with the number from other schools. It may be assumed that every effort is made by the high-master to keep the standard of the papers constant, and no boys are elected unless they reach a certain number of marks. Table A. will make clear how far these have fluctuated; in it are given the results of each year from 1879 to the present time; the number of scholars annually elected in the year, the number of competitors at the examinations combined, the number of "internals" elected, the number of "externals," the number of these "externals" who came from elementary and other schools respectively, and lastly the fraction which the number of scholars elected from elementary schools was of the total number of external scholars elected. This fraction, which by regulation cannot fall below one-half, only approached it in one year (1885), and it is clear, therefore, that the preferential clause cannot have been of much effect, and that more than half the number elected in each year have been elementary scholars.

The year 1885 is shown to have been the year when the supply of candidates from elementary schools was least good, and in consequence the governors applied to the Charity Commissioners for some changes to make the scholarships more attractive to elementary scholars. In consequence, after an inquiry into the question by Mr. A. F. Leach, as Assistant Commissioner, the clauses in the scheme dealing with the election were modified.

1. The qualifying period to have been spent in the elementary school was increased from one year to three years.

This change will account for some diminution in the number of candidates, because such candidates were excluded as were not *bonâ fide* elementary boys but merely went to an elementary school for one year to qualify for scholarships.

2. Scholarships up to a maximum number of 36 were allowed to be replaced by "bursaries" of the same amount, tenable with a scholarship.

Scholarship and bursary combined thus form a maintenance scholarship, and are not to be awarded to any boy whose circumstances render him unsuitable to hold it. This scheme came

into operation in 1887, and, whether in consequence of the change, or of the attention called to the scholarships by the public discussion, the figures show more favourably for several years. It may be noted further, in view to the present discussion in Manchester on "overlapping," that the figures for 1893 are, both as to number and quality of candidates, an improvement on those of 1892.

I have, through the kindness of the high-master, obtained returns of the number of scholars elected from each elementary school in the last 17 years.

I find that, whereas before the opening of the Central School the Peter Street School had sent in 18 winners of scholarships, and the Lower Mosley Street School 31, between 1879 and 1884 there have been only 31 winners from the Central School, which was formed out of them, between 1884–93; and again, if the period under consideration be divided in two equal parts, the winners sent up from the Ducie Avenue Schools have diminished in the proportion of five to four.

On the whole it would appear that there has been some diminution of those coming from the most successful higher grade schools, yet this diminution has been compensated by the increased number of schools sending in candidates.

From these returns I have produced Table B., which contrasts the "external" scholars coming from (1) Manchester, (2) Salford, and (3) other elementary schools, and those coming from (4) endowed schools and (5) private schools and tuition.

In order to judge of the outcome of the education of these classes of scholars the high-master has supplied me with returns, so that I have been able to calculate the per-centage of the number of scholars elected under each of the above five heads, who (*a*) stay on at the school to complete the three years of their scholarship, (*b*) who fail to do so, (*c*) who succeed in reaching the sixth form, (*d*) who have gone on to a university, (*e*) who have won a scholarship to the university, (*f*) who have joined the modern, as distinguished from the classical, side of the grammar school.

It must be noted that some of the scholars are still in the school, and of this number some may yet win university scholarships, or pass on to the university. I have made allowance for this in calculating the per-centages in columns (*d*) and (*e*).

The result shows that the per-centage of scholars who pass up the ladder to the universities from Manchester and Salford schools is about 6 per cent., and only 3 per cent. of the Manchester, and 5 per cent. of the Salford boys are boys who win university scholarships, and therefore rank as "first class" boys, and, further, that not half the boys complete their scholarships, and not much more than 10 per cent. reach the top form.

The results of the boys sent in from elementary schools from outside is much more satisfactory, doubtless these are picked

boys, who have been recognised as able, and who have been sent to Manchester by the advice of schoolmaster, or clergyman, or inspector, capable of judging of the boy's capabilities. Thus we find 30 per cent. going to the university with college scholarships; indeed, their figures compare favourably with those of boys from private schools, although, as might have been anticipated, they cannot compete with the figures of those boys who have been selected by masters of smaller endowed schools to come to Manchester, of whom 37 per cent. proceed to the university with scholarships.

It is impossible to resist the conclusion that the number of Manchester boys making use of the "ladder" is very small, and that while the "ladder" should be kept open by means of special arrangements for individuals, it is not worth while to sacrifice the interests of the 97 per cent., if it should be found that they clash with those of the 3.

If we take, as the test, the number of boys who have ultimately passed on to the universities, having won a scholarship there, then the Upper School, Christchurch, Salford, stands first with 3 out of 37 winners; the Central, Deansgate, has sent 2 out of 31 winners; and the Ducie Avenue School, 2 out of 101; while the Portwood Wesleyan School, Stockport, has sent 2 out of 7.

The most remarkable tribute to the efficiency of the grammar school is the distance from which the boys come to school. Wherever I went in the hundred of Salford, and, indeed, in most parts of West Derby, I did not fail to recognise by their school caps the Manchester Grammar School boys on their way by rail to or from school. Nothing shows this, however, so well as the map which Mr. King has had prepared, and which is appended to my report (see p. 246). From this it may be seen at a glance from what places boys are sent in to the grammar school. The circles are drawn at intervals of a mile in radius; the size of the towns is approximately indicated by the size of the dark circles; and each of the red dots inside the dark circle indicates a boy attending the grammar school. More than 30 boys attend from places more than 20 miles from Manchester, including 10 from Todmorden (21 miles), 13 from Blackburn (24 miles), 6 from Burnley (25 miles), and 3 from Southport (37 miles); about one sixth of the school live more than 10 miles from Manchester, and about two-thirds outside the city limits.

At the time the map was made, the per-centages of the boys coming from places at different distances were as follows:—

Within a radius of 2 miles	24·2 per cent.
From 2 to 4 miles	30·6 „
From 4 to 6 „	14 1 „
From 6 to 8 „	12·1 „
From 8 to 10 „	3·1 „
From 10 to 12 „	6·3 „
From 12 to 16 „	3·6 „
From 16 to 20 „	2·2 „
Over 20 miles	3·8 „

However much this statement proves the high reputation of Manchester, it also tends to prove the absence of high-class teaching in other places in the county. The map, therefore, may serve as a guide to places where there is a deficiency of Secondary Education for boys. Thus, the fact that Oldham sends in 38, Rochdale 16, and Ashton-under-Lyne 13, calls attention to the needs of those places; while the fact that Bury only sends one, is a tribute to the efficiency of the local grammar school.

It is doubtful whether it is desirable for boys, unless they are so specially clever as not to meet with sufficient competition at their local grammar school, to travel so far each day. Manifest objections are—(1) the expense of the railway contract, which has to be added to the tuition and increases the cost of education, without supplying additional funds towards the school expenses —a dead loss to education, and (2) the wear and tear to the boys in the railway journey, and loss of time for recreation.

I asked the high-master whether he thought there was any danger of injuring his school by any measures which served to resuscitate old schools or to found new ones in neighbouring towns; but he was of opinion that probably an increased appreciation of good education throughout the county would bring as many additional scholars as it would take away.

The number sent from this one school to the universities in the last four years (1889–93) is 227 (46 to Oxford, 27 to Cambridge, 116 to Victoria, 36 to London, 1 each to Durham and to Queen's, Ireland)—a very remarkable record.

The honour list from Midsummer 1890 to Midsummer 1894 is equally creditable; it shows successes on a par with what the school has done from the days of Mr. Walker, and includes, among others, the following successes, covering the whole area of possible subjects:—

First classes at Oxford.—Classics	-	14
Mathematics	-	7
Science	-	6
Theology	-	1
		28

First classes at Cambridge.—Classics	-	1
Mathematics	-	5
Science	-	10
Modern languages		1
		32

First-class honours, Victoria	4
University scholarships at Oxford and Cambridge	8
University scholarships at Oxford and Cambrige (prox. acc.)	3
Open scholarships and exhibitions at Oxford and Cambridge	45
Close scholarships and exhibitions at Oxford and Cambridge	19
Scholarships and exhibitions at Victoria and Owens	18
Lancashire C.C. and Manchester C.C. technical and commercial scholarships	12
Fellowships at Oxford and Cambridge	3
Berkeley fellowship at Owens	1
University prize (Smith's) at Cambridge	1
University prizes (Gaisford) at Oxford	2
First-class honours in Government science examinations	17

The school is divided into three sides, the classical, modern, and special. On all sides, at least one-fifth of the school time is devoted to mathematics; on the classical side at least one-fifth is devoted to Latin, and in the upper half of the school another fifth to Greek, and on the modern side at least one-fifth is given to French, and in the upper half of the school another fifth to German.

The special side has three departments: (1) for specialists in mathematics; (2) for specialists in natural science, giving at least half their time to their speciality; and (3) for those who are about to matriculate at London or Victoria.

An analysis of the time table will be found in Appendix D.

All the school have regular lessons in physical exercises in the excellent gymnasium.

The site of the school is central, close to the Victoria and Exchange railway stations, which serve the north, east, and north-west districts, and not far from London Road station, which serves the south and south-west. The street (Mill Lane) into which the school opens is still a row of mean shops, with all their undesirable surroundings. This is the more to be regretted as there is practically no open playground. To some extent this is remedied by the large gymnasium, built over the

river, which is 112 feet by 103 feet, and by the playroom in the basement 122 feet by 56 feet, but after all nothing can make up for fresh air. Adjacent to the school lies Cheetham's Hospital* with its large open court-yard. I can only re-echo what Mr. Bryce said in 1869, and which seems to have, independently, suggested itself to everyone who has reported on the school, that "it is impossible not to wish that some arrangement may "be made by which the use of the Cheetham Hospital play-"ground might be given to the Grammar School, the hospital "being recompensed in some other way." The Grammar School, by the nature of its work as a day school for the whole district, cannot be anywhere but where it is, in the heart of the city, in close contiguity to the railway stations; but the hospital, as a boarding school, might without detriment, and, indeed, with distinct advantage to health, be transferred to a less crowded and less central neighbourhood.

APPENDIX A.

TABLE showing the NUMBER of SCHOLARS elected and NUMBER of COMPETITORS at MANCHESTER GRAMMAR SCHOOL, 1879–93.

[The Examinations in the Lent and Michaelmas Terms are taken together.]

Year.	No. of Scholars elected.	No. of Competitors.	No. elected from Grammar School (Internals).	No. elected from Outside (Externals).	No. elected from Elementary Schools.	No. elected from Non-Elementary Schools.	Fraction of Total Scholars elected from Elementary Schools.
1879	56	340	12	44	40	4	·9
1880	42	404	11	31	24	7	·7
1881	78	384	35	43	31	12	·7
1882	62	474	23	39	28	9	·7
1883	82	593	27	55	39	16	·7
1884	67	476	21	46	32	14	·7
1885	66	439	27	39	20	19	·5
1886	70	453	24	46	28	18	·6
1887	78	450	28	50	36	14	·7
1888	60	478	18	42	28	14	·6
1889	68	488	19	49	34	15	·7
1890	72	291	26	46	38	8	·8
1891	66	333	22	44	35	9	·8
1892	78	292	25	48	31	17	·6
1893	67	360	30	37	27	10	·7

* *See* below, page 125.

APPENDIX B.

TABLE as to the ENTRANCE SCHOLARS ("EXTERNALS") elected into MANCHESTER GRAMMAR SCHOOL from 1887–93.

Schools from which elected.	No. elected.	No. completing Scholarship.	No. refusing or not completing Scholarship.	No. reaching VI. Forms.	Still in School, 1894.	No. gone to University.	No. winning Scholarships at College.	No. on Modern Side.	No. per cent. completing Scholarship. *a.*	No. per cent. refusing or not completing Scholarship. *b.*	No. per cent. reaching VI. Forms. *c.*	No. per cent. gone to University. *d.*	No. per cent. winning Scholarships at College. *e.*	No. per cent. on Modern Side. *f.*
(1.) Manchester Elementary -	358	167	139	35	52	19	9	160	46½	39	10	6	3	44½
(2.) Salford Elementary -	96	36	41	13	19	5	4	55	37½	42½	13½	6½	5	57
(3.) Elementary outside Manchester and Salford - -	42	26	11	11	5	10	10	10	62	26½		30	30	24
(4.) Endowed Schools -	20	16	3	12	1	7	7	2	80	15	60	37	37	10
(5.) Private schools and private tuition	166	105	26	46	34	28	22	39	63	15½	27½	21	16½	23
Total -	682	350	220	117	111	69	52	266	51	32	17	12	9	39

Hulme Trust.

Hulme Trust.

The cause of Secondary Education in south-east Lancashire, and especially in Manchester, has been greatly facilitated by the large increase in value of the Hulme Trust Estates. It may be convenient to recite here, for future reference, what contributions are now being made out of this fund to various schools.

The trust estates were devised by William Hulme, of Kearsley, in 1691, and the original object of the trust was the education of four poor clerks at Brasenose College, Oxford, and the original trustees, who had the right of selecting the clerks, were the warden, now the dean, of the Collegiate Church of Manchester, and the rectors of Bury and Prestwich-cum-Oldham.

The income of the trust far exceeds the purpose for which it was intended, and at present the residue applicable to education exceeds 6,500*l.* a year. Of this 2,000*l.* is set aside every year to keep up the Hulmeian Exhibitions at Brasenose College, Oxford. With the sanction of the Charity Commissioners the trustees have built a school for boys in the neighbourhood of Manchester, called the Hulme Grammar School, and endowed it with 1,000*l.* a year, and have built the Girls' High School in Dover Street, Manchester, and endowed it and its sister schools

at Pendleton and North Manchester with a capital sum of 15,000*l.*, and a further 1,000*l.* a year.

By the scheme of 1881, the trustees were empowered to apply any surplus income to the establishment of schools in Oldham and Bury.

To Oldham, accordingly, they have granted a sum of 18,000*l.* for the erection of schools for boys and girls, and are pledged to contribute at least 750*l.* a year to the maintenance of the boys' school and 500*l.* to that of the girls. They have further made an offer to Bury of a capital sum of 10,000*l.* for a similar purpose, with an annual income of 250*l.* for the boys' and 500*l.* for the girls' school; but this offer has not, at present, been accepted.

The income of the Hulme trustees will no doubt, in course of time, increase, but the offer of 750*l.* to Bury would appear to be as much as at present they are able to make, as will be seen from the following table:—

	£
Annual payment for Hulme exhibitioners - -	2,000
" " to Hulme (Manchester) Grammar School - - - -	1,000
" " to Manchester Girls' School -	1,000
" " to Oldham Boys' School - -	750
" " to " Girls' " - -	500
Grant offered to Bury Boys' School - - -	250
" " " Girls' " - -	500
	£6,000

The income of the trust being at present about 6,500*l.*, there is only a margin of 500*l.* a year for contingencies.

At the same time, in the future this charity may be looked upon as a source of further help to Secondary Education.

Hulme Grammar School.

The Hulme Grammar School was started by the Hulme trustees under a scheme dated 26th August 1881. It was opened in January 1887, and the number of boys is now 266. At first the age beyond which boys could not stay at the school was fixed at 16, but this has by an amending scheme been raised to 17. The school is therefore second grade by the test of age. The cost of the site, buildings, and fittings has exceeded 19,000*l.*, and by scheme the school is endowed with an income of 1,000*l.* a year; it has further received a grant from the Withington Local Board of 200*l.* a year, out of the excise money, for the payment of a science master, almost the only instance that came under my notice in which direct help has been allowed to a secondary school out of the excise money with the sanction of the Lancashire County Council.

The school is well situated in Spring Bridge Road, Whalley Range, outside the city limits, and has good cricket and lacrosse grounds.

Ten scholarships of 15*l.* a year (the school fees being only 9*l.* 9*s.*) are given every year to boys from elementary schools; limited to boys from schools in the south-eastern district of Lancashire. The headmaster reports that the boys competing are not of first-rate talent.

Cheetham's Hospital.

The only other endowment for boys in Manchester is Cheetham's Hospital; there 100 boys are boarded and well taught. The education received does not go beyond an ordinary elementary education, with the advantage of good workshops in wood and iron, and some introduction of commercial subjects. The income of the foundation is 3,095*l.* The buildings are contiguous to those of the Manchester Grammar School.

High Schools for Girls.

For girls Manchester originally had no endowed schools, but under an Endowed Schools Scheme (2nd February 1884) the Manchester High School for Girls, which had been established in 1874 as a proprietary school, was endowed with a capital sum of 15,000*l.* and an annual income of 1,000*l.* out of the Hulme Trust Estates.

The governing body was made to consist of 12 co-optative governors, and 12 governors, four representing the Hulme trustees, and one each representing the Universities of Oxford, Cambridge, Victoria, and London, Owens College, Manchester Grammar School, and the school boards of Manchester and Salford.

Under this scheme buildings were erected in Dover Street to accommodate 600 girls; since then a second school has been opened at Pendleton, as the Pendleton High School, under an amending scheme (20th April 1888), and since then a further school, called the North Manchester High School, has been started in Higher Broughton.

The Dover Street School rose to 560 girls in 1884, but since the opening of the other schools, it has from that or other causes fallen to 410. It has excellent buildings, with chemical and physical laboratories. Its high position is indicated by its having sent 27 girls to the universities in the years 1889–93, 8 to Owens, 5 to Newnham, 2 to Girton, 1 to Firth, 10 to Holloway, and 1 to St. Hugh's Colleges.

No provision is made in the scheme for the election of scholars from the elementary schools; at one time, the Manchester School Board exhibitions, founded by private subscription, without any permanent endowments, served as a channel for clever girls to pass from elementary schools into the high school. These exhibitions were open to boys as well as girls, but the girls won more than their share, and all successful girls went to the high school. About the time of the opening of the higher grade schools the subscriptions began to fall off, and the exhibitions gradually died out, and there were no funds to renew them; whether this falling off was in consequence of the opening of the higher grade schools, or more probably because

the donors were not sufficiently satisfied with the results to continue their liberality, is not clear.

The present headmistress greatly regrets the cutting off of these exhibitioners; the girls had done well, and some of them passed on to good educational positions, one to teach in the high school at Oxford, and another at Wakefield.*

It would appear, then, the "ladder" of the university has not been broken by "overlapping" but by the cessation of a charity dependent on transitory endowment. If so, it is desirable that any council of education which may be formed for Manchester should restore these scholarships in some form or other.

There are scholarships provided for in the scheme to be given to "internals," and also exhibitions to be competed for by girls leaving the school; these are open to the girls of this school and of the Pendleton School. At present the North Manchester School is excluded from the competition; it is not clear how this is fair.

To these schools must be added two proprietary schools for girls—(1) the Whalley Range High School, started at lower fees than the Manchester High Schools, and now having 140 girls, and (2) the Withington High School, a school started at rather high fees, with a curriculum including manual work for all girls, and compulsory exercise. At the latter there are only 23 girls.

St. Bede's College.

An important boys' school is St. Bede's Roman Catholic College, in Alexandra Park, under Dr. Casartelli. This college was originally started with a view to commercial education; it was found, however, that there was no demand for higher commercial education, and a general education is given in preparation for the College of Preceptors and London matriculation examinations. The buildings, with the exception of the accommodation for teaching practical science, are well adapted for their purpose, and there is an excellent museum illustrative of commercial geography. The rector told me that they gave scholarships into the college to elementary scholars, and found no difficulty in working them into the secondary system.

The Municipal Technical Schools.

Technical School.

In Manchester the Technical Instruction Act of 1889 was adopted in 1890, and grants were made in that year to various institutions, including the School Board, the Technical School, School of Art, and the Grammar School, and increased grants were made in 1891, 1892, and 1893.

In 1891 scholarships began to be offered tenable at Owens College, at the Technical School, at the School of Art, and at the Grammar School, and have since been continued. The

* *See* Mrs. Kitchener's Report, p. 370.

number of candidates competing for these scholarships has been less than might have been expected in so populous a city.

In 1891 the Manchester Whitworth Institute offered, on certain conditions, to transfer the Technical Institute and the School of Art to the City Council. In consequence, in 1892, it was decided to erect a new technical school in Sackville Street at a cost of 150,000*l*. This building being not yet built, the work of the Technical School is not fully developed, and has to be carried on in different buildings. The following buildings are in use :—

The Technical School - - -	Princess Street.
The School of Art - - -	Cavendish Street.
The Spinning and Weaving School -	Peter Street.
The Electrical Engineering School -	Whitworth Street.
The Town Hall - - -	Newton Hall.
The Manchester and Salford Equitable Co-operative Stores - -	Openshaw.

It will be seen that the benefits conferred are of three kinds :—

1. The working under the direct control of the Technical Instruction Committee of the Municipal Technical School and the Municipal School of Art.
2. The grant of scholarships and exhibitions.
3. Grants to special institutions.

1. The Municipal Science School is organised into four main departments :—

(*a.*) The Manual Training School.
(*b.*) The Day Technical Department.
(*c.*) The Evening School.
(*d.*) The Department for Women.

The Manual Training School.

The foundation of this school has caused considerable friction with other educational authorities. It is intended for a limited number of boys of from 13 to 15 years of age, who have passed the seventh standard or its equivalent, and at present takes only 60 pupils. Boys are not received into the Day Technical Department till they are 15, and the Manual School is intended to prepare them for entrance. It is avowedly something out of course for the Technical Instruction Committee to have a preparatory school, and its existence can only be justified by its necessity. The director informs me that the boys who join the day department, above 15, are very inadequately prepared; the higher grade board schools supplying the least badly prepared boys. It is not a smattering of several sciences that is required, but good writing and spelling and composition, and a serviceable knowledge of arithmetic and elementary mathematics, with some practice in the use of hand and eye in drawing and in manual work. The director showed me papers sent up by candidates for entrance to the day department of the most illiterate character.

It is natural, then, that the technical school should wish to be sure of a certain number of boys prepared after their own fashion; but it is not clear that it is a wise course in their own interests. The number coming up every year from a limited school of 60 boys must form a small portion of the annual entry of a school numbering over 3,000 students; and therefore it is very doubtful whether the benefit gained by the school can overbalance the loss of influence which the school might have otherwise exercised on those secondary schools which are the proper feeders to the technical school.

To take an illustration, a university, by means of its matriculation and scholarship papers, exercises a powerful influence on the higher secondary which send up students to it—if the candidates for matriculation are found to be badly taught, a large number are rejected, and direct and indirect pressure is brought on the secondary schools to mend their ways. But, if the university were to turn round and say, we must have some well-prepared students, we will open a small school in the college, so as to have some boys properly prepared, it is extremely natural for the schools to complain that the university was doing their work, that of course its own boys would be favoured in the entrance examination, and that if the university was going to prepare for itself, they would not take the trouble to re-model their curriculum to suit the university.

In the same way, it seems that the opening of the manual school has affected the relations of the technical school to its natural feeders, both in supplying candidates for entrance and for scholarships.

In Appendix D. I have given a table showing the division of the boys' time in the manual school, and this may be taken as showing the sort of course which the director wishes the preparatory schools to carry out.

It will be seen that it differs very materially from both the grammar school and the higher grade board school courses; as compared with the higher grade school technical work (book-keeping, shorthand, and manual) takes a much larger percentage, and literary work has a larger share as compared with mathematics and science: on the other hand, on a modern side of a grammar school, there would be much less technical work, and instead of the science getting twice as much time as literary subjects, the latter would be getting twice the former.

A board of education might interfere and arrange for the formation of classes on similar lines in large secondary schools, specially adapted to fit boys for the higher technical institutes.

The Day Technical Department contains the mechanical engineering, electrical engineering, chemical, and textile industries, building construction, house decoration, sanitary engineering and plumbing, and dressmaking.

In the session, 1892–93, 3,354 students attended the technical school, and of these 1,563 came from outside the city limits many from considerable distances.

2. Upwards of 2,500*l.* is offered each year for competition, in addition to day scholarships and evening exhibitions, tenable at the Technical School itself and at the School of Art. Day scholarships of 60*l.* a year for two years, and evening exhibitions of 15*l.* for the same time, are given, tenable at Owens College; and, as an instance that the interests of secondary schools have not been overlooked, six scholarships of 25*l.* a year are given, tenable at the Manchester Grammar School. Scholarships.

In Salford the corporation have, with the exception of a few minor grants for technical instruction in elementary and continuation schools, allowed the residue money to accumulate with a view to building a technical institute, at a cost of 55,000*l.*, to be opened in 1895. Salford Technical Institute.

At present students are sent to the Manchester school, and a composition sum of 150*l.* is paid for their fees.

The council have not co-opted any persons learned or interested in education on the committee; even the chairman of the school board, one of whose schools is to prepare boys specially for the technical institute, is not added to it; the committee may or may not contain members with special knowledge of the requirements of a technical institute; but from this, as from other instances, the inference may be drawn that in any controlling board of education, co-option to be effective must be compulsory.

It is not clear whether the borough council are wise in building a large technical institute at so short a distance from the Municipal Technical School of Manchester; nor where the students are to come from when the institute is ready. It appears that to many of the inhabitants of Salford it is more convenient to attend the classes in Manchester than it will be in Salford. Here will probably be a case of overlapping, arising from the separation of the borough of Salford from the city of Manchester.

School Board Higher Grade or Board Secondary Schools.

Manchester has since 1880 led the way in the foundation of schools of this class.

The Central School in Deansgate, in which the Peter Street School and the Lower Moseley Street Schools were amalgamated in 1884, stands first, and may be taken as a type; it has over 1,200 scholars (boys and girls). The boys are received in the fifth and the girls in the sixth standard; and the ex-seventh boys with a part of the ex-seventh girls are formed into an organised science school under South Kensington; the rest of the ex-seventh girls form a commercial side under the headmistress, Miss Moss. Central Board School.

The numbers exceed 1,200; of which over 900 are boys and about 300 girls; the comparative numbers of standard and ex-standard scholars vary during the year, the number in the

organised science school being lowest immediately after the South Kensington examinations in May, and largest when the school has been reorganised for the next year's work. At the time of my first visit, in June, there were 630 boys in the standard, and 320 boys in the organised science, under Mr. Scotson, while 250 girls were working under Miss Moss in the standards and on the commercial side: on my second visit, a month later, I found the school reorganised as to standards, and the science school much increased.

An analysis of the time tables is given in Appendix D., and will be discussed there under the general head of Board Secondary Schools.

The school is admirably organised by Mr. Scotson, and whatever fault may be found with the curriculum, it is not the fault of either Mr. Scotson or Miss Moss. As a proof of this I would call attention to the very suitable time table of the commercial side of the girls' school, where they have had a free hand, unfettered by any department.

The boys are, as a rule, taught in very large classes; I heard a preparatory lecture on model drawing given to some 80 boys, previous to the model being drawn; the boys seemed all on the alert, and after the lecture, the boys shifted their places, and were set to draw the model at a different angle from that at which they had eyed it during the lecture.

I then visited a set, nearly as large, being taught the fifth proposition of Euclid: a considerable number of boys were mastering its difficulties, but out of so large a number there must be many who fail to take it in. The teaching from the blackboard was well prepared and thorough.

In the higher work the size of the classes is smaller; I visited a small class doing riders on a later book of Euclid, and in one room I came across specialists doing special Greek and Latin books. I tested one of the boys in the Greek play (the Supplices of Euripides) he was reading, and found him well up in the construing and in elementary parsing.

The chemical laboratory is large and well-equipped, and in the adjoining lecture theatre, a simple lecture with suitable experiments was being given to a beginning class in chemistry.

In discussing the future of the boys, the headmaster agreed as to the desirability that young boys showing very decided ability in languages, or definitely intended for the professions, should, if possible, be passed on to a higher secondary school; the majority of his boys went into warehouses as clerks. A very small number went into electrical workshops, so as to become skilled artisans; this was owing to the difficulty of getting into works, not to disinclination on the part of the boys.

This is confirmed by the following table of the callings for which boys left between June 1st, 1893, and May 31st, 1894, from which it seems that of those whose future is known, 68

per cent. become clerks or office boys; 18 per cent. become artisans; 13 enter shops; and only 1 per cent. become teachers.

TABLE showing the CALLINGS for which BOYS left the CENTRAL BOARD SCHOOL in 1893–94.

Warehouse or office boy	129	Milk boy	1
Bank	4	Grocer's boy	5
Auctioneer's apprentice	2	Errand boy	6
Railway clerk	1	Draper	1
	—	Chemist	4
	136	Leather dealer	2
		Furniture dealer	1
Mechanic's apprentice	3	Tailor	3
Draughtsman's apprentice	1	Butcher	2
India-rubber works	4		—
Plumber	3		25
Engineer	3		
Brass finisher	3		
Watchmaker	2		
Electrical engineer	5	Pupil teachers	2
Designer	1	Ill-health	10
Pattern-card maker	1	Other schools	28
Marine engineer	1	Other occupations, or unknown	29
Mill	8		—
	35		69

It is not difficult to see why clever boys and girls are attracted to this school; the list of scholarships of various sorts won almost every year by the pupils, proves two things, (1) the vast amount of prizes open to the school, and (2) the successful way in which they are prepared for it.

The actual money value of the local scholarships open to this school in competition with others in one year is 9,000*l.*, and if the National scholarships and Royal Exhibitions are added in, the amount for competition amounts to 12,000*l.*; and that these large sums are not a mere unattainable Eldorado to be held before a parent's eyes there is the tangible fact that in 1893 the value of the scholarships and prizes actually gained amounted to more than 2,400*l.**

Six National Scholars or Royal Exhibitioners, five Lancashire County Council, one Manchester City Council, 27 Science and Art, and eight Lancasterian Scholars in one year are a proof at once of great possibilities and of probable success to a clever boy or girl entering the school.

I have gone into detail as regards this school, and it will be sufficient here to add that there are several other successful higher

* Since this was written, it appears that the school has done equally well in this year's competitions.

grade schools in Manchester: especially the Ducie Avenue School, to which allusion has already been made, and the Waterloo Road School.

In the six higher grade schools under the Manchester School Board, where there is accommodation for 7,000 children, the number of pupils of advanced age is very small: at present only 7 over 17 years of age, 18 over 16 years of age, and 187 over 15 years.

In Salford are two higher grade schools of sufficiently different type to require notice:—

Christchurch Upper School.

1. The Christchurch Upper School, Hulme Street. This is a voluntary school, with boys' and girls' departments in all standards as well as ex-sevenths; the school is not free, all above Standard I. paying 5*s.* a quarter. Latin being an extra subject at 5*s.* a quarter, and manual instruction in woodwork at 1*s.* a quarter.

The speciality of this school is, that it has for some years laid itself out to become a feeder to Manchester Grammar School, and its history proves that where the curriculum is not bound by hard-and-fast lines, the higher grade school may be a useful stave in the ladder. Out of 96 scholarships into the Grammar School won by Salford boys, 37 have come out of this school. At the present time four of these scholars are at Oxford, one a mathematical scholar of Corpus and junior mathematical scholar of the university; a second a classical exhibitioner at Balliol and Craven scholar; and a third holding a science post-mastership at Merton.

Several of these boys have received Langworthy Scholarships of 20*l.* a year at the Grammar School, which have acted as maintenance scholarships. Here, at any rate, it is clear that the ladder is not broken.

Other boys and girls have obtained Salford School Board Science and Art scholarships.

Central Scholarship School.

2. The central higher grade scholarship school. This school has been lately opened by the school board; the education is free from the fifth standard upwards; but the admission is limited and by competition.

In view of this school a conference was held by the school board, at which the high-master of the Grammar School attended, and as a result of this attempt to avoid interference it was determined to run the school with three sides:—

(1.) The scientific, in accordance with the syllabus of the Science and Art Department.

(2.) The commercial, in which the main subjects are English, commercial arithmetic, book-keeping, shorthand, French, and German.

(3.) The literary, in which the syllabus of the Cambridge local examination is adopted.

The first is specially intended to prepare boys for the Salford Corporation Technical School; the second for those who are to stay at school till 15 and no longer; the third to prepare candidates for scholarships at Manchester Grammar School and elsewhere, and also as pupil teachers.

The school is now in temporary buildings in Great George Street, but permanent buildings are in course of erection; the master, Mr. Strachan, is an M.A. of Glasgow, and the school is to be run as a mixed school and on the Scotch system.

Private Schools.

Private schools.

The private schools in Manchester were too numerous to be all visited in the time at my disposal.

The boys' schools are either preparatory to the public schools or of a distinctly middle class type.

The former will scarcely be affected by any legislation; as long as the public schools, which they feed, exist, they will have an assured supply of boys; the only competition which can affect them is the opening of public preparatory day schools.

The other type of schools is likely to be much affected by the competition of the higher grade board school. Several private schoolmasters in Manchester assured me that it was very hard to get on, and names were quoted to me of men who had at one time got on as private schoolmasters and had failed.

It might be expected that these schools would send in pupils for some of the public examinations; but from the list given in Appendix C., it will be seen that only 15 private schools in Manchester and its district sent in any pupils this year, and that the number of candidates from Manchester itself is exceedingly small; indeed, one private school at Eccles sent up more candidates than all the private schools in Manchester and Salford.

Such schools as I went over seemed to be adequately equipped; there has been a survival of the fittest. I defer further discussion till I take the general question of private schools.

Summary.

Educational provision in Manchester.

Are, then, Manchester and Salford, with their 703,507 inhabitants in 1891, adequately provided with schools?

For girls, with the five high schools I have mentioned, the high class of private school (for which see Mrs. Kitchener's report), and the girls departments of the higher grades schools, there would appear to be a greater provision than for boys.

For boys, there certainly is not a greater provision than is required: two grammar schools, the boys' departments of the higher grade schools, and the small manual technical school, the Catholic College, and the *genus omne* of private schools, do not appear to be able to cover the ground and ought to be able to exist together without interference or overlapping.

If we take those schools only which have hitherto been considered secondary, and leave out of consideration the higher elementary schools, the provision in Manchester is considerably less than in Liverpool.

The combined population of Manchester and Salford stood in 1891 to that of Liverpool and Bootle as 5 to 4. There ought, therefore, to be more boys in receipt of Secondary Education. In Manchester, there are not more than 450 boys attending the Grammar School from within a circle of two-mile radius; and, taking into account the Hulme School and St. Bede's, there may be 800 boys at public secondary schools—not much more than one per thousand of the population. In Liverpool there are over 1,300 attending the two great day schools from within a circle of the same radius, and allowing for the Catholic and other schools, probably twice as many as at Manchester. There are at least as many private schools in Liverpool as in Manchester, as may be seen both from the directories and from my analysis of the schools sending in pupils to the various public examinations.

Where then are the missing boys? Undoubtedly the answer is that they have gone to the Board Secondary Schools; the class of parents who are prepared to pay four guineas a year for their sons' education, and no more, have not found schools at that price in Manchester, and, from this cause, and also from the other attractions offered them, have sent their sons to higher grade schools. These schools then are teaching along with others the boys who were intended by the former Commission to be included in the third grade schools; and no system of Secondary Education can now be complete which does not take them into account.

Section II.

Liverpool and Bootle.

In Liverpool, with its 517,951 inhabitants, and the adjacent borough of Bootle, with 49,217, the educational problems are of a very different character from those in Manchester. Almost everything is different.

There are no rich foundations to be considered; the chief schools are proprietary: the university college is in an earlier phase of existence; the technical committee of the city council have taken an entirely different view of their duties from that of Manchester; the higher grade board schools are of the latter pattern and on a quite different principle; and beyond all these, we have a city dealing with the interchange and not the manufacture of goods.

A comparison, therefore, of the existing provision of educational institutions of each grade cannot therefore fail to be extremely instructive.

Bootle, however actually, in educational matters, part of Liverpool, has become separated by the incorporation of the borough and by the vigorous action of the technical instruction committee. It will be necessary to state, therefore, separately what has been done there in the matter of technical and board Secondary Education.

Local University College.

University College, Liverpool.

The University College did not receive its charter till 1881, so that it has only been 13 years at work, and it was not till the end of 1892 that it took possession of the new Victoria Buildings, and thus at last obtained an abode worthy of itself. Thus the numbers are not to be supposed to have yet reached their normal magnitude: last year the highest numbers of day students were 263 (205 males and 58 females) on the Art and Science side for the Lent term; and 148 medical students for the winter session.

Day students are admitted at any age over 15, the only restriction being that all under 16 must pass an entrance examination; for evening classes no restriction of age is mentioned at all in the regulations.

There is, therefore, increased chance of overlapping with the higher secondary schools; and I was not surprised to find that there was a stronger feeling in Liverpool schools that boys are attracted away too young to the college than elsewhere. Several cases were mentioned to me as follows: A clever boy wins a scholarship at the University College; this induces him to leave school several years earlier than he would have done, say at 16; he then competes for a scholarship at one of the older universities, and his success goes to the credit of the University College, and not to that of the school.

In the examination for entrance scholarships no special stress is in most cases laid on special subjects; for the Ranger and Rathbone scholarships, for instance, papers are set in four or five languages and three sciences, besides English and mathematics; this wide range of subjects tends, as I have shown on p. 114, to induce the boy to try from school *before* and not *after* the specialising period.

If it was necessary at first to admit boys under 15, it is not necessary now that the college is well established, and it would appear desirable to exclude, as far as possible, mere lads for whom the stricter discipline of school is more suited.

An attempt was made to start a special business curriculum at the college, which was much resented by the schoolmasters. The numbers, however, were very small, and the scheme was not pressed; the only commercial subjects now in the list being courses on political economy, commercial history, and commercial geography.

I understood that the only difficulties in carrying on the mixed classes at the college arose from the boyish pranks of

some of the lads. It is to be hoped that, as the numbers at the college increase, the limit of age will be raised, the discipline simplified, and the grievance of secondary masters removed.

Endowed Schools and Proprietary Schools.

Endowments. In Liverpool itself there are no endowed schools at all; but at Great Crosby, at a distance of six miles north of Liverpool, is the important charity of John Harrison, belonging to the Merchant Taylors' Company. On this foundation there is a boys' and a girls' school, and as these schools in the main provide for the education of the children of men whose daily work is in Liverpool, though they may live outside it, I shall include them with the large Liverpool schools.

Proprietary schools. The Liverpool Institute and the Liverpool College are large schools, each with several departments; their only endowment is the buildings and some exhibitions; otherwise, inasmuch as the profits of one department, if any arise, are used for the benefit of the other, they might rank as endowed schools. The Institute has a higher, a commercial, and a girls' school, while the College has an upper, middle, and commercial schools, all for boys, as well as a girls' school.

In the case of the Institute, the higher and commercial, and in the case of the College, the middle and commercial, are taught in the same buildings, the commercial boys in each case paying less fees, and being worked as separate schools, both in work and in play, but in both cases under the same headmaster. This dual arrangement meets some of the difficulties which have arisen in large towns, and might, perhaps, be introduced elsewhere. It is not necessary to go into great detail, as full accounts of both Institute and College are given in Mr. Bryce's report to the Schools Inquiry Commission, vol. ix. pp. 589–596.

The Institute. The Institute owes its name to the Mechanics' Institute out of which it grew, and which it still occupies; the only functions of the old Mechanics' Institute surviving being a successful school of art, and a department for evening classes for young men.

The higher school, in June, contained 228, and the commercial school 661 boys, 889 in all; this is a much smaller number than formerly, when it has numbered 1,100 boys.

The reasons assigned for the decline are (1) the migration of the population from the neighbourhood of Mount Street into the suburbs; (2) the competition of the pseudo-higher* grade schools; but (3), and, chiefly, in the opinion of the secretary, bad trade.

The two schools occupy different wings, from which they descend by two converging staircases into the same entrance hall. I was present when, at the dinner hour, the two schools descended, each down its own staircase, and went out at its own

* *See* p. 145.

exit. The headmaster told me there was no difficulty, social or otherwise, in keeping the schools apart, without any very special rules; there are often brothers, one in one school and one in the other. I asked if a brother might come across the hall and join his brother without infringing rules: the headmaster said he might do so, but probably they would prefer to join outside, because it was not the usual etiquette.

There is a distinct difference visible in the clothing of the boys of the two schools, pointing to the division between the schools being more a matter of money than of age, or attainment.

The fees in the higher school vary from 6*l.* 6*s.* to 12*l.* 12*s.*; and in the commercial school from 3*l.* 3*s.* to 4*l.* 4*s.* The fee for the lower school is thus less than 2*s.* a week, and a closer approach is made here than anywhere in my district to the charges at board secondary schools.

In the upper school the highest form aims at preparing for (1) matriculation at London or Victoria; (2) the Oxford Senior Examination; and (3) the advanced courses of the Science and Art Department.

In the Oxford Locals the Institute ranks highest in Lancashire, as will be seen from Appendix C.; both schools send in boys in about equal numbers, and at the recent examination 13 seniors and 52 juniors passed; practically the top form of each school is sent in, that in the higher partly for the senior and partly for the junior examination, and that in the commercial for the junior.

The course at the higher school includes all the usual subjects; that at the commercial has no classical or modern languages (French or Latin may, however, be taken at a small extra fee), while prominence is given to mathematics, science, and commercial subjects.

Boys proceed from the higher to the universities, and the honour board shows such distinctions as (1) high wranglers in 1890 and 1892, a Smith's prizeman and Fellow of St. John's, Cambridge, in 1890, Sir Isaac Newton's student in 1891, and in classics, a classical scholarship at Victoria in 1892, and the Browne medallist at Cambridge in 1893, and seven scholarships in last five years, five at Cambridge and two at Oxford.

The building has been considerably improved of late years; some 40 or 50 new windows have let in more air and light. Many, however, of the defects described by Mr. Laurie* still remain: the room used for the laboratory is in the basement, and has a damp and cellar-like feel; the playgrounds are small, and there is a want of a good gymnasium.

On the other hand the salaries of the masters have been raised, and the character of the staff has been improved; in 1865 some of the salaries were as low as 20*l.*; in 1890 Mr. Laurie puts

* "Studies in Secondary Education," p. 228.

them at from 50*l.* to 200*l.*; but at present they range from 100*l.* to 350*l.* in both schools. This has been rendered possible by the grant, to which I shall presently refer,* from the city council. At the same time the dependence of the salaries on the science grant has been reduced.

The proportion of graduate masters has been greatly increased under the present headmaster; whereas, in 1890, there were in the higher school 14 teachers, of whom one held an Oxford, one a Dublin degree, and two London degrees; and in the commercial school, 20 teachers, of whom four only held London degrees; at present the assistant staff is as follows:—High school, 12 masters, 7 graduates; viz., Oxford, 3; Cambridge, 1; London, 2; and Dublin, 1. Commercial school, 10 masters, all graduates; viz., Oxford, 2; Cambridge, 4; London, 3; and Victoria, 1.

This change has introduced a wider idea of the scope of a master's duties, and the usual signs of school life are now apparent, cricket and football clubs, debating society, school magazine, swimming club, &c.; and with it the growth of friendship between boys and masters.

Although a large number of picked boys have been annually sent in for special examinations, there has never been any examination of the school by an outside examiner. Next year, however, at any rate a great portion of the school work, and probably the whole, will be examined. This result is due to the action of the city council.

Among the conditions imposed by the city council in return for the grant above mentioned is the right of inspection by any person authorised by the technical instruction committee. Here we have a rehearsal of what would happen if a committee of the city council, or some other such body were endowed with a right of inspection and examination of secondary schools. At present the organising secretary (Mr. Hewitt), has exercised a mild supervision over the commercial and scientific work on which the grant is made, but the committee very wisely do not think this enough, and notice has been given that next year an outside examiner will be sent to examine all the schools to which a grant is made in technical subjects at the committee's expense, while an opportunity will be afforded the council of each school to have the non-technical subjects examined at the same time at their own expense. Thus the principle of school examination is being at last introduced.

At the Institute there are four scholarships to the university varying from 50*l.* to 70*l.* a year, and the scholarships of the Liverpool Council of Education, open to children from the elementary schools, are tenable there.

Institute Girls' Schools.

The girl's school is in a private house (Blackburne House) close to the Institute: the building was presented by a private donor, Mr. Holt, and has been altered by the council at considerable expense. The fees vary from 4*l.* 4*s.* to 8*l.* 8*s.* a year.

* *See* p. 144

according to age, and at present it does not pay its way; though it shares the city council grant to the amount of 93*l.*

In this, as in the boys' schools, there is no regular religious instruction; classes are held in the books of the Bible selected for the University Local Examinations, but these classes are only with a view to the examination. The headmistress considers that this restriction acts injuriously on the numbers of the school. The institute is the only secondary school in my district in which religious knowledge is not included in the course of instruction; all other public secondary schools, whether endowed, proprietary, or board secondary, assign a definite time for religious knowledge instruction to all students, subject of course to a conscience clause.

Liverpool College.

The College is now carried on in two parts of Liverpool. Originally three schools, graded by age, a first, second, and third grade schools were carried on as absolutely separate schools in the same buildings in Shaw Street, in the centre of Liverpool. In 1884, the upper school was moved to temporary buildings in a more residential part of Liverpool, in the neighbourhood of Prince's and Sefton Park, and here a new building was erected, which the College took possession of in 1884. The cost of building was 20,000*l.*, of which 10,000*l.* was provided by the savings of past years, 5,000*l.* by subscription, and the rest by a mortgage which has already been partly paid off.

The old building in Shaw Street is now shared by the middle and commercial schools, as two separate schools, with a large hall, arranged like a theatre, for morning and evening prayers, and a good gymnasium in common. A high wall running out at the back divides the two playgrounds.*

	£	*s.*	*d.*		£	*s.*	*d.*
The fees of the upper school vary from	15	0	0	to	24	0	0
„ middle school „	9	9	0	„	11	11	0
„ commercial school „	4	0	0	„	5	0	0

There are 240 boys at upper, 160 at the middle, and 280 at the commercial school.

Upper College.

The upper school buildings are well adapted to their purpose; the school has at present no adjacent playing field, although as compared with its former abode, it is in the country. Boys enter the school young—at any age from eight to fourteen.

The two upper forms are examined by the Oxford and Cambridge Joint Board; the school below the fifth form has not previously been examined, but this year it was being examined by two examiners from outside. The good results in the public examinations will be seen in Appendix C.

The honours since 1890 show eight scholarships at Cambridge and two at Oxford, four first classes at Cambridge, a Craven scholar, a Smith's prizeman, and several scholarships at

* *See* Mr. Bryce's Report, Vol. IX., p. 590; and "Essays on Secondary Education," p. 232.

University College. The tendency of the school is classical and mathematical rather than scientific.

Free places are given in each school from the one below it; but in the case of boys coming up from the middle, they very often get intercepted by obtaining open scholarships at University College, and so do not stay out their time.

Middle and Commercial College.

The middle and commercial schools are under one headmaster, under the general supervision of the principal from the upper college.

The graduation by age has very much disappeared; there is no great difference in age between the two schools; in the curriculum too there is not much difference, the middle is mathematical and scientific, including Latin, and in certain cases, Greek and German, while the commercial gives special time to book-keeping and shorthand, and terminates in an organised science school under South Kensington.

The middle school thus prepares boys to pass on to the University College; and both the Shaw Street Schools take the Oxford Local and South Kensington Examinations.

The masters are fairly well paid at first, but the senior masters are not paid as much as the headmaster would wish to pay them; the salaries range from 120*l.* to 170*l.* in the middle, and 100*l.* to 160*l.* in the commercial school.

In the two schools, there are 17 assistant masters, of whom five are graduates of Oxford or Cambridge, and five from other universities. Nine of the staff are trained teachers: some of the most effective teachers are certificated masters with university degrees.

The grant which the College has received from the city council has been used in doubling the size of the laboratory; and now the two head forms in each school take practical chemistry.

About 36 per cent. of the entries to the middle, and 65 per cent. of those to the commercial school come from elementary schools, the standard of the lowest form on the commercial side being the fourth standard of an elementary school.

The prayers and teaching of all the College schools is that of the Church of England; prayers are conducted at the beginning and end of school in the large hall—and only Jews and Roman Catholics absent themselves.

The College has also a school for girls in Grove Street, where there are 191 girls, and the fees are from 4½ to 10½ guineas.*

There is also a branch school for girls at Huyton, seven miles east of Liverpool.

From the table showing the per-centage of boys coming from various distances to the College and Institute schools, it may be seen that Liverpool boys, to a radius of four miles, form 80 per cent. of the total number of boys. Probably boys, to the number

* *See* Mrs. Kitchener's Report, p. 380.

of 3 per thousand of the population of Liverpool and Bootle, are attending public proprietary schools, a result which compares favourably with other large towns.

St. Francis Xavier College.

The Roman Catholic school, St. Francis Xavier's College, has the reputation of being a good middle class school, and its pupils take high places in London matriculation, and in the Locals lists.

It is divided into classical and commercial schools. In the former the fees are 9*l.*, and there are (including the preparatory class under a lady) 188 boys; in the latter the fees are 4*l.* 16*s.*, and there are 136 boys. The prefect of studies (Father Donelly) told me that on the classical side every boy took both Latin and (if old enough) Greek; while on the other side French and German are necessary subjects. The schools both play at the same time in a large open playground, but each school keeps very much to itself.

There are sufficient school rooms, but some are small and rather dark. There is a magnificent assembly hall, and the teaching rooms have been rather sacrificed to make room for it.

Catholic Schools.

The Catholic College in Hope Street is parallel to the commercial side of the St. Francis Xavier's College; it has 120 boys, taught in rather gloomy buildings; the fees vary with age, but average about 4*l.* a year. There is a probability that the existing schools will be pulled down and better ones built, with proper accommodation for teaching science.

Both these schools are benefitted by the capitation grant from the city council for technical subjects.

There are also several Catholic girls' schools which were visited by Mrs. Kitchener.

Merchant Taylors' Schools.

The Grammar School of Great Crosby was founded under the will of John Harrison (15th May 1618);* the property is vested in the Merchant Taylors' Company, and is now of the annual value of 1,720*l.* It was reorganised under a new scheme in 1874, and in 1878 new buildings were erected on a site at a short distance from the old school. The new buildings are adapted to 250 day boys, and are among the best I have seen in Lancashire. Here under the vigorous management of the present headmaster, the school has been raised to 276 boys; all but about 25 are day boys: the boarders lodge with a master, or in some licensed houses.

In the Oxford Local Examinations this school has been recognised as one of the best which send in candidates: in 1893 it had seven out of a first-class of 24 senior candidates.

The salaries of masters vary from 100*l.* to 275*l.*

In 1891–94 five open scholarships were won at Oxford and Cambridge, and three first-classes.

It has, therefore, taken its place as a first grade school, and at the same time it adequately supplies the needs of the

* *See* Bryce, Vol. XVII. p. 242.

neighbourhood. Distant little over five miles from Liverpool, Great Crosby, like other places on the coast, has become a residence for Liverpool men of business, and their children attend the Merchant Taylors' Schools.

Scholarships may be given on entrance or to boys in the school; at present none appear to be given on entrance, so that the school does not form an effectual link between the elementary schools and a higher education. There are, therefore, very few boys in the school out of elementary schools, but the headmaster did not report any difficulty in assimilating such as did come to his school course.

When the former boys' school was vacated in 1878, the Merchant Taylors determined to adapt the old buildings with modern additions to form a girls' school. An amending scheme was obtained in 1884, and in 1888 the girls' school was opened.

The income of the trust is divided between the two schools in the proportion of 5 to 3; and thus the girls' school, with good buildings and an income of 500*l.* a year, holds a good position, and is evidently an excellent school.

It has accommodation for 200 girls, and has now 159: in 1892 it reached 195, and the descent is attributed not to competition, but to bad trade. Special attention is paid to manual work, each of the younger girls taking needlework and one of the following: sloyd, basket-work, or clay-modelling, and each of the elders needlework and one of the following: chip-carving, cooking, or ambulance. The salaries range from 70*l.* to 150*l.*

The examinations taken are, the Cambridge Higher Locals, the Oxford Junior Locals, and the College of Preceptors.*

Girls' public day schools.

There are also in Liverpool two excellent high schools for girls belonging to the Girls' Public Day School Company, one the Liverpool High School, in Belvidere Road, near Prince's Park, and the other the East Liverpool High School, near Newsham Park, opened as lately as 1891. These are good specimens of the G. P. D. S. schools, one representing a well established and large school, the other a young and rising school.

I inspected the East Liverpool School in last year on behalf of the G. P. D. S. Council, when its numbers were 93; it has now risen to 116, and is evidently meeting a need in the quarters of Newsham Park and West Derby. There is no similar boys' school in this quarter, and on both my visits there I was informed that a boys' day school to take in the brothers of the girls attending the East Liverpool High School would be a benefit.

It has occurred to me that the Royal Institution, once a flourishing institution in Liverpool, and which, either from competition or from internal reasons, died a natural death a few years ago, might be resuscitated with advantage somewhere in this direction.

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* *See* Appendix C.

The Belvidere Road School I inspected early in this year, spending two days there and hearing every mistress teach. The staff is adequate and well qualified, the time table well arranged and not oppressing the girls; the headmistress allowed a free hand and able to impress her own personality on the school. The staff in neither of these schools is, in my opinion, underpaid, but Mrs. Kitchener (*see* p. 316) will, I understand, deal with this subject.

The fees of the company's schools vary from 9 guineas per annum to 15 guineas.

Day-preparatory school, Greenbank.

There is a proprietary school in the Sefton Park quarter of Liverpool of an entirely new and, as far as I know, unique type; it is a day preparatory school, Greenbank School, originally a private venture of Mr. C. C. Cotterill, late assistant master of Fettes College, Edinburgh, and now taken over by a council, of which the principal of University College is the president.

The boys spend the inside of the day (from 9 to 5.30) at school, only returning home for bed and breakfast; they are all preparing for the public schools, and the object is to prevent the necessity of young boys being sent away from home to the expensive preparatory boarding schools at a distance.

Greenbank is not a cheap school, the fees being 20 guineas a term; but it is suggested that cheap public preparatory schools might be carried on the same system; at present it is limited to 100 boys, and it is more than full, the system having been approved of by the wealthier classes of Liverpool.

APPENDIX E.

TABLE to show the DISTANCES from which BOYS attend the LIVERPOOL COLLEGE and INSTITUTE.

—	Upper College.	Middle College.	Commercial College.	Higher Institute.	Commercial Institute.	Total.	Per cent.
Liverpool, up to radius of 2 miles	154	58	127	147	451	937	57·8
From 2 to 4 miles	50	76	127	26	108	387	23·8
From 4 to 6 miles	19	7	3	21	25	66	4·1
From 6 to 8 miles	14	—	5	2	14	35	2·2
From 8 to 10 miles	2	1	—	1	3	7	·4
From 10 to 12 miles (including St. Helens, and Widnes, and Runcorn)	5	10	5	3	18	41	2·5
From 12 to 16 miles	—	—	—	5	2	7	·4
Cheshire	3	14	13	21	69	120	7·4
North Wales	—	1	—	3	15	19	1·2
Miscellaneous	—	2	—	—	1	3	·2
Total	238	169	280	229	706	1,622	100

Technical Instruction in Liverpool.

Technical instruction committee.

The action of the technical instruction committee of Liverpool stands in striking contrast to that of the county and other towns. The Lancashire County Council has uniformly refused to grant direct aid to secondary schools, and has indirectly done so only in the case of Hulme Grammar School; the smaller county borough councils have in the main spent their money in building, equipping, and carrying on special technical institutes of their own. The Liverpool City Council have "endeavoured to utilise "existing educational agencies wherever possible;" and among these agencies they have specially assisted secondary schools.

From the year 1890–91 onwards, grants have been made to secondary schools; the schools which are in receipt of aid are the Liverpool Institute, boys and girls, the Liverpool College, middle and commercial and girls' schools, the Catholic Institute, and St. Francis Xavier's College.

In return for these grants the city council have insisted on the following conditions, which practically constitute the council a controlling board for the lower Secondary Education of Liverpool:—

1. The council is either represented on the governing body or appoints a visitor.
2. The school curriculum is to include such subjects in science, art, and commerce as will, in the opinion of the council, prepare students for technical and commercial careers.
3. The schools are to be open *at all times* to inspection and examination by any person sent by the city council.

Hitherto the inspector has been Mr. Hewitt, the organising secretary of the technical instruction committee; but arrangements are already made for a thorough examination of all the schools next year by an examiner who is already chosen (Mr. Pinches, I hear) and has visited Liverpool to make arrangements as to the subjects of examination.

4. The qualifications of teachers in technical subjects, and the fees charged, are subject to the approval of the council.
5. An annual report and return of expenditure is to be made to the Technical Instruction Committee by the governing body.

We have here, therefore, the exercise of exactly the powers which would be exercised by a county or provincial controlling board; and this may be regarded as a rehearsal in one case of what it is desired to see universal.

The chairman of the technical committee assures me that there has been no friction in carrying out the conditions which have been imposed.

The grants, which in earlier years took the forms of grants for apparatus and appliances, have now become capitation grants.

A grant is made of 2*l.* a head in the case of boys, and 1*l.* a head in the case of girls, on the average attendance of scholars who are being taught commercial and science subjects, with a limit that the grant is not to exceed 1*l.* a head (for boys) and 10*s.* a head (for girls) of the scholars in average attendance at the school.

In 1893 the Liverpool Institute earned 754*l.* (boys) and 93*l.* (girls); the College 429*l.* (boys) and 89*l.* (girls); the Catholic Institute, 105*l.*, and St. Francis Xavier's College, 231*l.*

It is not clear on what principle the girls receive a less grant than the boys for the same subjects.

Among other applications of the residue money are:—

1. Grant annually for scholarships from the elementary into the secondary schools, administered by the council of education, and from the secondary to the University College.
2. Upwards of 8,000*l.* in 1890–91 to buildings which will be generally used for providing technical instruction, viz., the Free Public Libraries and Museum; and again 5,000*l.* in the present year to a north branch library and technical school; grants which can only be very indirectly connected with actual technical education.
3. Considerable grants to University College to complete the chemical, physical, and engineering departments.
4. Grant for the establishment of a nautical college to train officers for the merchant service.

Liverpool Higher Grade Schools.

The movement for providing secondary board schools has not reached such full development in Liverpool, as elsewhere, and, though the secondary schools are said to already feel its effects, yet nothing has proceeded so far but that any measure for regulating the provinces of different grades of schools can easily be introduced.

Considerable confusion exists between the higher grade school proper—a standard school with an organised science school or other secondary school at its top—and the pseudo-higher grade schools—more often voluntary than board schools—which keep up a higher fee, enjoy a reputation of social selectness, and merely introduce one or two specific subjects, such as French or algebra, at a lower standard than in an ordinary standard school.

If this confusion is difficult, even for educational experts, to unravel, still more does it leave the British parent in confusion, and he may very well withdraw his child from the College or the Institute and send it to one of these schools, with a double satisfaction of having saved his money and secured a "higher" education.

The only really higher grade scheme is that of the Board in regard to their Brae Street Schools, and there are points in it

Brae Street Schools.

which appear likely to lessen difficulties that have been felt elsewhere.

The Liverpool School Board propose to provide a continuation of their education for any of the pupils in a board school after the Seventh Standard, but in connexion with the original board school.

A central school is fixed upon—at present the Brae Street School has been the first selected—at which the subjects requiring special buildings and apparatus are to be given, such as chemistry and physics. Round this centre several neighbouring schools are grouped, and the ex-sevenths while receiving the rest of their education in their own schools, are sent to Brae Street at convenient times to receive science instruction, In this way the connexion with the school in which the child passed the standards is maintained and the benefits of the secondary school reserved for the board school children. It is clear that this system will not interfere so much with existing secondary schools, as a school which receives all comers; if well-to-do parents wish to avail themselves of the board secondary instruction they must first send their children to the standard school to qualify for it, and further, the secondary education will be carried on in association with the same children with whom the standards have been passed.

The time-table of boys attending the Brae Street School (June 1894) is analysed in Appendix D.

For manual instruction similar centres for wood and iron work are selected, to which drafts are sent from a group of neighbouring schools, not excluding the voluntary schools.

St. Margaret's Higher Grade School.

This school is a good specimen of a school rendered higher grade by fees: each child pays a quarterly fee of 7*s.* 6*d.* or 10*s.* 6*d.*, according as it is in or out of the standards, while French, Latin, shorthand, sloyd, piano, and violin are extras at considerable fees. There were, however, only seven ex-standard pupils at the date of my visit (September 1894). The specific subjects are physiology, algebra, and (for girls) domestic economy. The buildings are well adapted to their purpose, and the children evidently come from the lower middle classes. This school receives a grant for science from the technical committee of the City Council.

Liverpool Council of Education.

A council was founded in 1874 for the promotion and encouragement of education; it established a scheme of scholarships, open to scholars at public elementary schools, and tenable at the Liverpool Institute or the Liverpool College or other secondary school in Liverpool adopted by the council. This scheme has been the means of providing a "ladder" in Liverpool, which in the absence of endowed schools would have been wanting. The City Council Technical Committee has made a similar scheme for technical scholarships, and both schemes are now worked together by the council of education; in this way 26 scholarships were awarded in December 1893, 6 to girls and 20 to boys.

Bootle (Technical Instruction Committee).

The Bootle Town Council Education Committee seem to be fully aware of the inadequate provision for Secondary Education in their borough. Technical classes.

The residue money has been mainly used in developing the technical classes which, since 1887, have been carried on in the Free Public Library and Museum buildings. For the last three years the number of students has been nearly 800, including about 100 students from Liverpool, and the town council are now about to build a special technical institute.

The committee have not limited their work to purely technical education; anticipating some action of Parliament by which the responsibility of Secondary Education may be laid upon the borough council, they have already appointed a sub-committee to ascertain the needs of the borough in this respect, and I was assisted in my inquiries by an able report which Mr. J. J. Ogle, the organising secretary, had already drawn up for them. Such spontaneous action on the part of the committee is a favourable augury of the earnestness with which the matter will be taken up if entrusted to them.

There are no endowed or proprietary schools in the borough; and from Mr. Ogle's report the private schools do not appear to be very efficient. Afternoon natural history lectures were organised by the committee to which the private schools were invited to send their pupils, in order to utilise the museum for their benefit. Out of a large number invited only four schools availed themselves of the offer.

The committee has been enlarged by four co-opted members, and the school board and the technical committee have combined to establish continuation schools in preparation for the technical classes.

From its position it would appear at first sight that the educational interests of the borough are so bound up with those of Liverpool that it cannot be reasonably separated from that city in educational administration; but the activity apparent on the committee, and the large amount already done with small means suggests that in this case a committee of the town council or some modification of it will be found the best body to deal with Secondary Education.

Section III.

Cotton Manufacturing Towns.

In some respects it is more easy to study the present supply of Secondary Education in smaller than in larger towns; it is more easy to find out all the educational agencies at work, and to approximate to the number of boys and girls taught in the private schools than it is in the two large cities.

The five cotton manufacturing towns of which I am about to speak lie close to one another, but they have maintained all along an isolation from one another which is characteristic of the county, and this very isolation enables me to deal with each of them as a separate problem.

Bury differs from the other three in the fact that it has no school board; Bolton in that it has in some respects a redundancy of institutions; Oldham in that, up to the present time, it has practically had no public Secondary Education for either boys or girls, but is about to receive such institutions; Rochdale in that it has not at present got, and does not seem likely to get any effective public secondary schools for either boys or girls; Ashton in that the need of a secondary school has been to some extent provided by an old-established higher grade school.

(a.) *Oldham.*

This thriving town has now a population for the municipal borough of 131,463; in every way it has developed since 1884, except in the way of Secondary Education. The School of Science and Art founded in that year has grown into the present Municipal Technical School; the school board has provided elementary education, and the present excellent Higher Grade School; but it was not for twenty years that any chance appeared of any secondary school, and, at the time of my visit in 1894, thirty years after Mr. Bryce's visit, the new Hulme Schools were not yet open so that effectively at my visit I found the town in the same deplorable state as regards Secondary Education as is described by him, with the exception that the old grammar school has disappeared, and its small endowment been absorbed in the Hulme Grammar School; and this while the population has increased from 80,000 to 130,000.

No stronger proof can be given that an educational body is wanted; with powers to originate and raise funds for new institutions, without years of delay and without having previously to waste a whole generation of precious time in attempts to resuscitate a defunct endowment.

1. *Endowed Schools.*

Grammar school.

The grammar school endowed by James Assheton, in 1606 (*see* Bryce's Report, Vol. xvii. p. 349), has disappeared, and the trust has, by scheme (28th November 1887), been merged in the Oldham Hulme Grammar School Scheme.

Hulme schools.

In dealing with Manchester (p. 123) it has been mentioned that the trustees of the Hulme Trust Estates have, with the sanction of the Charity Commissioners, devoted a capital sum of 18,000*l.* to the erection of a grammar school for boys and a grammar school for girls in Oldham, and further, will contribute annually

750*l.* for the carrying on of the boys' school and 500*l.* for that of the girls.

The scheme, which came into force 28th November 1887 appoints a governing body of 19, viz.:—

Five (of whom two shall be women) elected by the governors of the Hulme Estates Trust;
Five by the town council of Oldham;
Two by the school board of Oldham;
One each by the council of Victoria University, and by the governors of the Manchester Grammar School; and
One, who must be a woman, by the governors of the Manchester High School for girls; and
Three co-optative governors, one of whom must be a woman.

It is satisfactory that, in their later schemes, the Charity Commissioners have provided for women on the governing bodies of girls' schools; but in the case of Oldham the women do not appear to have been represented on the building committee of the new school, and the following mistake was being made in the relative arrangements for boys and girls.

The schools were, in June 1894, nearly completed; they are situated on an excellent and elevated site, commanding an extensive view. The boys' and girls' schools form adjacent wings; a central hall, opening by arches into the corridor reserved for girls as well as that reserved for boys, is intended for common use, for assembly and prayers by boys and girls at the same time.

Here the experience of any headmaster or mistress, if consulted, would have prevented an oversight. There are reasons in favour of the old Lancashire plan of mixed classes for boys and girls in grammar schools, and there are reasons in favour of the southern plan of having distinct buildings for boys and girls;* but the plan of having the girls taught in classes separate from the boys, and yet meeting at prayers, and visible, though inaccessible (at any rate by rule if not in fact) in the corridors loses all the merits and introduces all the demerits of either plan. Further, the structure of the building at the time of my visit was such that there was no possibility of either the headmaster or the headmistress using the central hall to address his or her pupils on any question of discipline out of the hearing of pupils and teachers of the other sex.

I was also struck with the insufficiency of the cloak-room and latrine accommodation, and of the arrangements for ensuring the proper ventilation of the chemical laboratory.

Blue-coat school.

The endowment of John Henshaw (1807) with a gross income, in 1890, of 2,282*l.* is used as formerly under trustees for a Blue-coat School, which clothes and feeds 90 boys and girls, giving them an ordinary elementary education, but with some extra

* As the Merchant Taylors' Schools for boys and girls at Great Crosby.

subjects, so that boys are occasionally sent up successfully for the College of Preceptors' examination.

2. *Higher Grade Board Schools.*

Waterloo Street School.

The only distinctly higher grade school is the Waterloo School (Mr. A. Smith). It contains children in mixed classes in all standards (870), and has an infant school (363) attached; but it is surmounted by an organised science school, with admirable schools and fittings for teaching scientific and manual subjects. The organised school at my visit had reached the time of the year when the school numbers its minimum, students leaving after the May examinations; it consisted of only 20 boys and 12 girls. The headmaster, however, expected to begin the next session, after the vacation, with from 130 to 140 pupils.

The time-table is analysed in Appendix D. The pupils on leaving go mainly into the trades, or the mechanic's shop—not into the cotton mills. I was surprised at the well-to-do appearance of many boys; in one standard of 82 boys I counted 33 boys with turned-down collars, carefully starched—a clean white collar is, in secondary schools, a recognised mark of a boy coming from comfortable well-to-do homes, and I found on inquiry that there were present children of professional men, of ministers of different denominations, as well as of tradesmen of the town.

The private schoolmasters and mistresses of the town complained bitterly that their schools were being emptied by these schools, and by the newly-erected Werneth Elementary Schools, and no doubt the numbers of the new Hulme Schools will be retarded by the competition of such admirably equipped schools.

3. *Technical Instruction.*

Technical Institute.

The technical work was begun as far back as 1864 by the Oldham School of Science and Art. This institute was taken over by the technical instruction committee of the Corporation in January 1893, at a cost of 8,750*l.* There are nearly 500 students, and its usefulness is to be further increased by the erection of an additional building for technological classes in Ascroft Street, at a cost of between 10,000*l.* and 12,000*l.*

The residue money is applied entirely to the support of these classes; at present 430*l.* of the income goes to pay interest on part of the purchase money of the older institution: but "the "income on this money as well as the interest accruing from "two other sums of 1,000*l.* each is to be applied for scholarships "and prizes, in accordance with a scheme which has been "already drawn up." The principal scholarships are tenable at Victoria University, and are of 50*l.* a year.

In the school, art subjects seem less adequately provided for than science subjects.

4. *Private Schools.*

Notwithstanding the absence hitherto of endowed schools there is a considerable dearth of private schools; the only two boys' schools I visited were of a lower middle class type; the examinations to which they send up pupils being in general the third class College of Preceptors, and in some cases the junior Cambridge. The girls' schools are of a rather higher type—in one case the mistresses had passed the Cambridge Higher Local examination—but the equipment of the schools contrasted unfavourably with the higher grade board schools, and the rising Hulme Schools. One schoolmaster complained that he had built three schools, and had in each case been driven away from the neighbourhood by the erection of a new board school.

As many as 40 boys attend the Manchester Grammar School from this town, a distance of six miles.

On the whole, I could not make out that more than two per thousand were attending secondary schools, taking both boys and girls into account, and including the ex-seventh children at Waterloo. The opening of the new schools may perhaps raise it to three or four per thousand.

Under these circumstances, it is not surprising that "overlapping" is not felt, except by the private schools.

Danger of overlapping.

At the same time the need of a central controlling body will undoubtedly be felt in the immediate future to prevent any friction between the three schools—elementary, endowed, and technical. The chairman of the school board expressed a clear opinion that the overlapping difficulties could only be prevented by the higher grade and grammar schools being under the same control.

A provincial council of education would be preferred to county borough or town council. On the other hand, the town council would greatly object to losing any of the control given them under the Local Taxation Act (1890).

(b.) *Rochdale.*

This town lies 11 miles N. by E. of Manchester, and the municipal borough contains 71,458 inhabitants, while the population of the adjacent townships that may reasonably be expected to make use of the facilities in Rochdale for Secondary Education amounts to nearly the same number.

Inadequacy of provision.

The Secondary Education provided is, however, very inadequate; boys' education is offered (1) by the Grammar School (25 boys), (2) by the Collegiate School (40), a private school, Mr. F. Looker, headmaster, and by some other private schools; (3) by the higher grade board schools, at which there are 40 boys who have passed out of the standards, and may be called "ex-sevenths." About 17 boys attend the Grammar School at

Manchester. After allowing for some boys being sent to boarding schools out of the town, it would appear that not more than 2½ per thousand of the population of the borough receive Secondary Education. For girls, there are no endowed or proprietary schools; at the higher grade board school there are about 20 girls as "ex-sevenths." Two ladies have lately started a school well worked on high school lines, but with somewhat ill-adapted buildings (70 pupils); and there are two or three other private schools; the girls receiving Secondary Education will be between 3 and 4 per 1,000.

1. *Endowed Schools.*

Grammar School.

This school has no local trustees. A full account of the peculiar tenure of the headmastership will be found in Mr. Bryce's Report, Schools Inquiry Commission, Vol. xvii., p. 390. By a scheme, dated 29th June 1894, the present Vicar of Rochdale and four other gentlemen are appointed trustees. The income consists of 17*l.*, payable by the Vicar, of a moiety of the rent of a farm at Milnrow (6*l.* gross), and of 144*l.* 12*s.* 0*d.* in consols. Inquiries were held by Assistant Commissioners in 1884, and again in 1891, with a view to reorganising the school; but at present it has not altered as to buildings, master, or curriculum since Mr. Bryce's visit. All attempts on the part of the Charity Commissioners have so far failed.

At the present time the vicar has formed a committee, on which the school board, the borough council, the parents of present boys, the grammar school, and old boys are represented, to consider whether anything can be done.

The headmaster is Mr. R. R. Grey (Government certificate). There has been no change in the headmastership for 32 years. At one time the school numbered 70, and the headmaster had some boarders; on the day that I visited the school there were only 19 boys present doing regular work, and two boys who came for special subjects. Mr. Grey was the only teacher. There are now no boarders.

The buildings are by no means bad; in 1864, the tercentenary of the foundation, a sum of money having been raised by subscription to rebuild the school. It is, therefore, disappointing to find that the school has gone down since that date; and at present the public opinion in the town does not appear to look for much help towards the Secondary Education of boys from it.

In 1881 one boy from the school passed the London matriculation examination; this apparently was the last success of the sort.

All the boys at present came from Rochdale itself.

The Rochdale Free English School.

The income of this charity, in the gross 156*l.* a year, was in May 1893 turned into a trust, called Hardman's Endowment, to

provide scholarships and exhibitions for the children of Rochdale residents who have been for not less than three years scholars at a public elementary school.

The governing body consists of six representative and, at present, five and, eventually, three co-optative governors; the Lancashire County Council and Victoria University send one representative each, and the Town Council and School Board of Rochdale two each.

Out of this trust, which is at present burdened with a pension to the former master of the Free School, the governors were able to offer this year six scholarships of 15*l.*, tenable at any institution of Secondary Education, and six of 10*l.* "tenable at "any institution of Secondary or Technical Education."

These are open equally to girls and boys, and not less than one-third in each year are to be awarded to girls.

In the absence of good secondary schools in Rochdale, the holders may go to Manchester or elsewhere, subject to the approval of the governors; but there is nothing in the scheme to prevent their being held at proprietary or private schools. I understand that one of the successful candidates at the recent competition proposed to hold it at the Collegiate School, which is a private school in Rochdale. I call attention to this as bearing on the question whether scholarships paid for with public money may be made tenable at *registered* private and proprietary schools, a concession which I understood from many private schoolmasters would be welcomed as a privilege consequent on registration and inspection.

I was told that at the first examination the higher grade board schools supplied nearly all the successful candidates.

It is clear then that the education of the town cannot be left to the old endowments; 30 years show rather a decline than advance.

2. *Higher Grade Board Schools.*

Higher Grade School.

The higher grade board has an excellent building, well-planned and well-ventilated, with separate covered playgrounds for boys and girls. The classes were originally mixed, but, as the number of girls declined somewhat, and it was thought that this might arise from an objection on the parents' part to mixed schools, the classes were separated and still continue so. The members of the board who accompanied me over the building did not, however, think that there had been any great objection on the part of the parents to the mixed schools. A full account of the building is given in the "Record of Technical and Secondary Education" for October 1893, p. 653.

At present the boys and girls out of the Seventh Standard are not taught as an organised science school. The school is carried on under two time-tables, one from the time of the visit of Her Majesty's Inspector in October to the date of the

South Kensington examinations in the following May, and the other from May to October.

The time table at the time of my visit is analysed with others in Appendix D.

I am informed, however, that it is now intended to form the ex-Sevenths into an organised science school. One reason for this is that the Charity Commissioners have refused otherwise to recognise the higher grade board school as "an institution of "Secondary or Technical Education," at which the Hardman's scholarships may be held (*see* p. 152).

The time-tables (June, 1894) are a good illustration of the effect of the necessity for earning grants; the weekly school time, omitting religious instruction and recreation, is $22\frac{1}{2}$; in the half-year, from May to October, the boys give $12\frac{1}{2}$ hours to literary subjects (including music), and 10 to the grant-earning subjects, mathematics, science including drawing; while the girls give $10\frac{1}{3}$ to literary, $8\frac{5}{6}$ to grant earning, and $3\frac{1}{3}$ to technical subjects—so far so good; but in the half-year preceding the Science and Art examinations both boys and girls give $21\frac{1}{2}$ to the grant earning and 1 only to the other side of which one half-hour is given to music. For six months neither boy nor girl who is taking up the full South Kensington course does one word of English, history, geography, or Latin; one half-hour's French is alone allowed to 43 half-hours of South Kensington. "O, monstrous! but one half-pennyworth of bread to this "intolerable deal of sack."

It is only fair to say that there is an alternative curriculum "at the pupil's own choice," but with the grant-earning necessity public opinion will scarcely leave the pupil a free choice.

The fault of such a time table does not lie with the intelligent headmaster, who has passed the London University Intermediate Examination in Arts, but with the present system of the Science and Art Department.*

From the list of successes, I see that one boy won a free scholarship at Manchester Grammar School, and later in his career a 60*l.* Lancashire County Council Scholarship into Owens College; while another won a National Scholarship at South Kensington, and passed his intermediate science with honours in chemistry at London University.

With a widened and humanised curriculum, such a school ought to supply boys of exceptional ability, at 14, if not earlier, to a first grade school; and well-prepared boys to the technical school at 15 or 16.

At present a large proportion of the boys who leave go into offices or factories, as will be seen from the following table of the occupations, for which boys and girls, left in the year ending May 31st, 1894, only about 8 per cent. going on with their education elsewhere:—

* I understand that since my visit both the system and the time-table have been modified.

——	Boys.	Girls.
Engaged in offices	31	—
Apprentices	33	7
Home duties	2	18
Removed from district	4	1
Dead	1	—
Working at mill	—	2
Farming	1	—
Teachers	4	9
Attending other schools	6	4
	82	41

3. *Technical Instruction.*

The residue money under the Local Taxation (Customs and Excise) Act, 1890, has been used for the equipment and maintenance of a technical Institute. This has been supplemented since the year 1890–91 by a farthing rate levied under the Technical Instruction Act, 1889.

Technical Institute.

The amount spent on capital account in connexion with the Technical Institute and School of Art amounted at the end of the year 1893-94 to 14,374*l.* 7*s.* 3*d.*; to meet this a larger sum has been raised by private subscription, and the floating liabilities are not more than 3,640*l.* 16*s.* 6*d.* The town, therefore, will have this excellent institute practically presented to it at a fourth of its cost. The cost of working the institute for the year 1893–94, in excess of the farthing rate, has been 722*l.* 14*s.* 0*d.*, while the residue amounted to 1,355*l.* 2*s.* 7*d.*; thus, assuming the institute to be carried on in the same way, the debt to the town council would be cleared off in six years.

A description of the building is given in the Record of Technical and Secondary Education for October 1893, p. 653.

The Technical Instruction Committee of the borough council has been increased by four gentlemen not on the council, viz., the chairman and clerk of the school board, the president of the trades council, and a former alderman of the borough. The technical school is managed by a committee consisting of 14 members appointed by the borough council, and 10 appointed by the subscribers to the building fund.

The presence of the chairman and other members of the school board on the committee enables it to act in harmony with the school board. As an illustration of this, I may quote the fact that regular instruction in manual work (carpentry) is given to 10 drafts of 20 boys each from the elementary schools of the town, limited to boys of the Sixth Standard, and attending whole time. This instruction is highly valued by the boys; this is illustrated by the case of a crippled boy attending a school some considerable distance from the technical school, whose name had been struck out of the class because he could

not get to the building and back in sufficiently short time to make it worth while to send him; on this his comrades petitioned the headmaster to be allowed to carry him there and back, and guaranteed to get him there in time.

The chief subjects are weaving and designing, cotton spinning, engineering, and plumbing.

The secretary informed them that they did not wish to have boys and girls below 15, and that already the boys and girls were coming better prepared. To this end the continuation classes held by the board were very useful.

The same facilities offered to the school board would be at the disposal of any public secondary schools in the town. I was told that an offer had already been made to two prominent private secondary schools in the town, to give them science instruction at the technical school, in the daytime, at an almost nominal rate.

There seems no reason why any future educational authority in the borough should not make use of the school in the daytime for instruction in science and manual training for any secondary schools for boys or girls that may be established in it.

4. *Private Schools.*

There are not many private schools for boys.

Collegiate School.

I went over the Rochdale Collegiate School, where I found one graduate of Cambridge and two of Oxford teaching some 38 boys. Most of the boys left at 14 or 15 for public schools at a distance. The headmaster would have no objection to registration of schools, or to inspection by a provincial inspector. At present the higher grade board school does not interfere to any extent with the class of boys who go to such a school as this, and then pass on elsewhere.

Summary.

Several gentlemen expressed to me that a good boys' high school was a great want: their own sons or grandsons would not then have to go out of the town for their education.

A high school for boys was started as a philanthropic enterprise some years ago, but for some reason or other it failed to command support, and was abandoned for financial reasons.

The supply of girls' schools is larger; but the want of a public high school is very great, as will be seen from Mrs. Kitchener's report.

We have then in Rochdale an example of a town where—

1. The old endowments have failed to supply adequate Secondary Education, much less high, middle, and third grade (or higher elementary) schools;
2. The existence of old endowments, by holding out hopes for their reorganisation, have lessened the chance of new public schools being started;

3. The higher grade board school is, as far as the conditions under which such schools at present work, doing the work of a third grade school for boys and girls, and of a preparatory school for the technical school;
4. The existence of the same individuals on the town council committee and school board has prevented any want of correlation between the higher grade school and the technical school.

(c.) *Bury.*

Bury lies 7¾ miles from Manchester, and has a population of 57,206, and its educational importance is increased by the fact that three neighbouring towns look to it as their educational centre; Heywood district with 23,185 inhabitants, Ramsbottom with 16,867, and Radcliffe with 60,642. Like the other cotton-manufacturing towns, it has a dearth of the upper middle classes; the education chiefly required is for the lower middle and upper artisan classes.

The points distinguishing it from the neighbouring county boroughs are that there is no school board, and no higher grade school of any importance, and that the master of the grammar school has succeeded in taking a larger number of boys from the elementary into the endowed secondary school without dislocation. Grammar School.

1. Mr. Bryce says (Vol. xvii. p. 210) that "hardly any "grammar school in Lancashire has succeeded so well in "recommending itself to parents of different social ranks as "this at Bury." After an interval of nearly 30 years, I am able to endorse this opinion; under the present headmaster the school seems to admit boys from the elementary schools up to 57 per cent., without driving away the sons of the richer parents. A clear proof of this is that only *one* boy goes from Bury to Manchester Grammar School.

An account of the Foundation is given in Schools Inquiry Commission Report, vol. xvii. p. 209. By the original Statutes education is to be given to 10 poor girls by the usher in the school.*

The buildings have been enlarged, and are fairly good, but every room was in use at the time of my visit, and there is need of additional rooms—for instance, the headmaster has no private room in the building for receiving parents, &c., and at my visit he and I had to converse in one of the schools where boys were under examination; part of the old building has been turned into a very useful science school, which is arranged so as to do the work of both lecture theatre, and laboratory. Here I found really good science work going on, and boys being prepared by practical work in the highest branches of botany for competition for university scholarships. In an adjacent room I found a

large class; this the headmaster told me was the class in which he received all boys during the year from the Sixth Standard of the elementary schools; the work of the form was specially adapted to deal with them, and by the end of the summer he was able to draft them into his regular curriculum. The elementary teaching formed, in his experience, a good basis for secondary work, and the large numbers he received made it easy for him so to deal with them without loss of power, especially as the boys were accustomed to working in large classes, so that he could on occasion let this form be larger than is usual in secondary schools.

Five free scholars are elected every year from the elementary schools, and these scholars get a fair amount of distinction at the universities. At the present moment three of them are likely to get scholarships, two in classics, and one in natural science.

Though the school is distinctly Church of England, and the headmaster is a clergyman, Nonconformists send their sons, and do not apply for exemption from religious instruction. The headmaster informed me that he had no difficulties either from religious or social differences among his boys.

No alteration has been made in the statutes of the school since a supplementary scheme was authorised by the Court of Chancery (July 29th, 1861).

The trust is a self-electing one, there being no representative trustees.

Hulme Trust.

There has been an expectation for some time that the funds of the school will eventually be greatly increased by a grant from the Hulme Estates Trust. In that case a new scheme would be issued by the Charity Commissioners, introducing representative governors.

At present the negotiations in this matter have come to a deadlock, and there is evidently a very strong feeling of hardship felt by all interested in the education of Bury.

The chief facts are:—

(1.) In the original Hulme trust the Rector of Bury is associated with the Warden of Manchester and the Rector of Prestwich-cum-Oldham in the patronage of the poor clerks to be sent to be educated at Oxford.

(2.) In the scheme for the Hulme trust (26 August 1881) the trustees are entitled to apply for schemes for other schools than those of Manchester, "but in the first place for schools in Oldham and Bury."

(3.) A capital sum of 18,000*l.* and a yearly income of 1,250*l.* a year was, as we have seen, granted to the Oldham Hulme Grammar School by scheme (p. 148).

(4.) After consultation with the Hulme trustees it was intimated on the part of the charity by an assistant commissioner that the offer to Bury would be a

capital sum of 10,000*l.* and an income of 750*l.*, viz., 250*l.* to the grammar school, and 500*l.* to the Girls' High School.

(5.) The offer has not at present been accepted, and the negotiation is suspended.

The reasons alleged why the offer should not be accepted are (1) that the trustees of the grammar school would be placed in a worse position than before; the 5,000*l.* assigned would not be sufficient to buy a new site, and build a new boys' school with a playground. Consequently the additional income of 250*l.* would be required to pay the interest on a building loan which it would be necessary to raise, and (2) that the chief reason assigned for a less grant than that to Oldham, the inferiority of Bury as regards population, was based on a calculation, leaving out of count the towns mentioned above (p. 157) which are prepared to use the boys' and girls' schools of Bury. No account appears to be taken of the fact that the offer is as large as the Hulme trustees can at present afford (see p. 124).

This question is a fair sample of the local educational question with which there ought to be an enlightened central council of education to deal, with power to ascertain the real interests of the town, and act accordingly.

Radcliffe and Heywood.

As regards Radcliffe, there is only the small grammar school of Stand,* and a few small ladies' schools to provide for a population of 27,000. The clerk to the local board informs me that part of the boundary of Radcliffe is within a mile of the Bury Grammar School, and that children do now come from Radcliffe to the grammar school, the high school for girls, the convent school, and other schools at Bury. The town clerk of Heywood (3 miles from Bury) informs me that many children of both sexes attend Bury schools.

It is clear then that Bury Grammar School and Bury High School for Girls will serve as the high schools for the neighbouring towns, but it is also clear that some provision for third grade education ought to be made in each of these towns.

2. *Proprietary and Private Schools.*

Girls' School.

The principal girls' school (the High School for Girls) at present belongs to a company, though in the event of a settlement of the Hulme grant the shareholders will probably be prepared to transfer it to the governing body of the new trust; it has 102 girls, and is conducted on high school lines.

Scholarships to this school have been open to girls from elementary schools, but there has been very little competition

* *See* p. 187.

for them. It is not clear why there should be a difference in this respect between boys and girls.

Private Schools.

There are not many private schools for boys; there are more for girls.

The High School for boys (Mr. J. B. McIsaac) is a private school, using during the week the extensive Sunday schools of an Independent Chapel. It gives a middle school education to about 50 boys.

3. *Higher Grade Schools.*

There is no school board. There is no higher grade school for boys at all; one was started in the Unitarian interest, but it did not succeed; the Roman Catholics have one for girls at the convent.

It is difficult to estimate the number receiving Secondary Education on account of those coming in from neighbouring towns.

Probably the number receiving Secondary Education of boys and girls together are about 7 per cent. of the population of Bury itself.

4. *Technical Instruction.*

Technical Institute.

There are at present no symptoms of overlapping or friction at all in Bury; but it is possible that now the technical institute, which was in June (1894) nearly finished, is opened, the same difficulties may be felt here as elsewhere; it is desirable that an educational board be formed before any technical day schools are opened there.

The technical institute will have cost at least 16,000*l.*, and will be opened this year; in it will be taught the various science classes, which the borough council has already taken over, and has been in the meanwhile carrying on in different parts of the town. I was informed that chemistry classes for gentlemen's sons would be opened in the daytime at sufficiently high fees to cover expenses. If this is so the secondary schools will be decidedly "overlapped."

(d.) *Bolton.*

Bolton, a town of over 115,000 inhabitants, lying 10½ miles N.W. of Manchester, presents several features in which it differs from other towns of this group. It has already educational agencies of almost every type, and in this respect it resembles Manchester; on the other hand the management of the various agencies happening to be in the hands of bodies with several influential members in common, the work of education has gone on without friction and without serious overlapping. Probably its relatively smaller size has facilitated this.

1. *Endowed Schools.*

Grammar School.

The grammar school, founded 1641,* has been rebuilt since the last inquiry, and received a new scheme 29th June 1882, which was finally amended 3rd March 1894. The governing body chosen may be taken as an example of the most recent selections of the Charity Commission, and consists of four representatives of the Bolton Town Council, two of the School Board of Bolton, two of the Lancashire County Council, and, under certain conditions, of three of the trustees of Hulton's Charity, and of four co-optative governors.

It should be noticed that while the other representative governors hold office for five years, the representatives of the school board and county council are to hold office for three years only; by this means the anomaly is avoided which has occurred on other trusts, that the school board or county councils, whose own duration of office has been only for three years, may have been represented during the whole of their tenure by representatives not chosen by themselves, no election occurring during their tenure of office.

The income of the school does not appear to be as flourishing as would appear from the gross income, given in the scheme as nearly 300*l.*, the average of the last two years being 267*l.*; while the expenses of the management which have to be deducted from this averaging 91*l.* for the same two years, leaving a net working income of 176*l.*

With a fixed payment to the headmaster of 150*l.*, the margin for working the school is small.

In the new scheme is a clause directing the building of a chemical laboratory. At present a small schoolroom has been fitted up for the purpose; but on the day I visited the school the room, with only three or four students, was close and ill-adapted to its purpose.

The highest number reached has been 79; when the present master came, a year and a half ago, there were 41, and there are now 53 boys; reasons of a special and transitory character were given me as the cause of the decline from 79 to 41.

One boy has recently obtained a scholarship in classics at Exeter College, Oxford.

The school is well provided with exhibitions to the universities, under bequests from John, Anne, and Rebecca Popplewell. Till recently the holders do not of late years appear to have greatly distinguished themselves; but the standard is rising.

Hulton Endowment.

The Hulton Charity, of which three trustees are placed on the governing body, has a gross yearly income of 477*l.* 14*s.* 0*d.*; one half of which, by a scheme of the same date (March 3rd, 1894), is to become part of the grammar school income, subject to the provision in certain circumstances of exhibitions of 50*l.* a year, tenable at the universities to the extent of not more than 150*l.*

* *See* Mr. Bryce's Report, vol. xvii., p. 186.

a year. A fourth part is to provide scholarships open to girls at the elementary schools, and tenable at the Bolton High School for Girls. The remaining fourth is to be used to found scholarships, or to increase the value of existing scholarships tenable in the grammar school, and open to boys from elementary schools.

The growth of the grammar school is retarded by competition with the Church Institute Boys' School. This competition has gone on for the last 30 years. Schemes for the amalgamation of the two schools have been in the air during this period; but, while it is admitted on all hands that there is not room for two parallel schools, the difficulties of amalgamation appear insuperable.

There are a large number of boys from elementary schools in the grammar schools; for instance, 11 out of the last 30 boys entered have come from elementary schools. Allowing for this larger admixture of elementary scholars, I did not see any difference in social standing or grade of school between this and the Institute.

The fees are 9*l.* 9*s.* 0*d.* a year for boys under 13, and 12*l.* 12*s.* 0*d.* for those over 13.

2. *Proprietary and Private Schools.*

Church Institute.

The Bolton Institute (like the Liverpool Institute) claims to to be an endowed rather than a proprietary school, on the ground that its site and buildings constitute an endowment, while the school is not in any sense carried on for the profit of the subscribers. Its object is to provide "a classical and commercial "education in conformity with the principles of the Church of "England." It has three departments under the same principal: (1) boys' school (121 boys); (2) girls' school (87 girls), and Kindergarten (17 children); (3) evening classes.

The schools are examined by the Oxford Delegacy; and in the Oxford Senior and Junior Locals both boys and girls have done well.

The fees are 6*l.* 6*s.* to children under 12, and 9*l.* 9*s.* to children over 12; thus the fees are distinctly less than those of the grammar school, and, as the advantages are equal, and in the matter of laboratory in favour of the institute, the greater numbers of the institute are accounted for.

The evening classes had in 1891–92 as many as 823 students; the opening of the other classes under the Technical Instruction Committee naturally reduced the number. It is an instance of the conciliatory spirit which distinguishes the educational authorities of Bolton that, after a conference, the Town Council has decided to take over the evening classes, carrying them on at the institute in such subjects, especially of practical chemistry, for which there is adequate provision in the institute, and thus economising space for other purposes in the technical institute.

Both boys and girls from the institute take a good place in the Oxford local examinations. *See* Appendix C.

Girls' School.

A High School for Girls has been started by a local company, but this school has already become recognised as a public institution by the fact that the Hulton Scholarsoips for girls are to be held here under the Hulton Charity Scheme.

The buildings are situated in a good part of the town, and the numbers at present are 93.

An analysis of the time table will be found in Appendix D. For further details, *see* Mrs. Kitchener's report.

Private Schools.

There is a third school, "High School for Boys," claiming to be a proprietary school, on the ground that it is under a committee with a view to Science and Art classes, but which is run by the headmaster at his own risk in the Jubilee schools, and has between 40 and 50 boys. It seemed a very fair specimen of a third grade school, and sends in boys successfully for the College of Preceptors' examination.

All the private schools that were visited seemed affected by the competition, either of the public schools or the higher grade schools. No boys' schools, except those already mentioned, and only two private girls' schools, have sent in any candidates at the public examinations in the last year.

3. *Higher Grade Schools.*

Clarence Street School.

There are two higher grade board schools, Clarence Street and Mawdsley Street; the former is an organised science school, and the other is not. The pressure into the Clarence Street School is so great that an entirely new building is about to be built for it. The time table will be found in the comparative table of time tables in Appendix D. It has the one-sidedness of all these schools, but the headmaster seems unfeignedly desirous of (1) giving as liberal an education as he can to his boys and girls; (2) helping the clever ones to a higher education elsewhere.

Thomasson Exhibitions.

The "ladder" in Bolton from the elementary schools is effected not only by the Hulton Trust already mentioned, but by the private donation of Mr. J. P. Thomasson of 750*l.* per annum for the last 18 years for this especial purpose. The regulations are conceived in a most liberal spirit; the exhibitions are of 25*l.* a year, and are tenable at any approved higher school; thus the scholar selects his school for himself; if he chooses a Manchester school, the cost of railway fare is added to the amount of the scholarship. Thus out of 28 exhibitioners in the years 1887-93, 16 selected Manchester Grammar School, 4 the Bolton High School for Girls, and 8 the Bolton Church Institute. Some of these exhibitioners have passed on from Manchester Grammar School to a most distinguished career at Oxford or Cambridge. To the existence of these exhibitions, and not to the inadequacy

of the schools in Bolton, is to be attributed the fact that 16 boys go to Manchester every day.

There are also out of the same fund scholarships of less value tenable in the higher grade board school itself.

It is an instance of the spirit of accommodation between the Technical Committee and the School Board that when I went over the Technical Institute I found (1) drafts of boys receiving manual instruction there in joiner's work; (2) the pupil teachers' centre temporarily accommodated there in the daytime, while their proper school was being got ready for them.

4. *Technical Instruction.*

Technical Institute.

The management of the residue has been effective in results, and conciliatory to existing institutions. The existing institutions, the Church Institute, the Co-operative Society, and the school board evening classes were at first subsidised to the extent of 200*l.*, 100*l.*, and 200*l.* respectively, and ultimately have been taken over into the hands of the Technical Instruction Committee, so that in the ensuing year no classes will be subsidised, all being under one management. Meanwhile, a technical institute was at once built and equipped at a cost of 15,000*l.*, of which more than two-thirds was provided locally. The institute, though not standing on as large a site as that of some other towns, contains a large amount of space, and excellent machinery has been given, and is being kept up to date with modern improvements by the liberality of the chairman, Mr. Alderman Dobson.

As a result of a conference of educational authorities, the higher classes at the institute are limited to those who can show that they have certificates in such subjects as are considered a necessary qualification for utilising the instruction. In this way the director told me he was able to get the men not to attend courses chosen at their caprice, but to follow out a definite educational curriculum.

Bolton is, therefore, an example of a town which has already informally supplied itself with a local central body by means of voluntary conferences. It has been lucky in having in the present chairman of the school board the Rev. J. W. Cundey, a man who is in touch with secondary schools, as having been formerly for many years the principal of the Bolton Church Institute, and who, with three others, has been co-opted from outside on to the Technical Instruction Committee of the borough, so that he is a serviceable link between all the educational authorities.

It may be urged that, where all parties are working harmoniously, it is undesirable to disturb the position. On the other hand, such harmony depends on the personal influence of such men as the present chairman of the school board and the Technical Instruction Committee, and should not be dependent on the lives of individuals.

Even at the present time it is possible for an institution like the grammar school to be rather left out in the cold.

It is desirable, therefore, that a local central council should be established for Bolton, to exercise the control at present exercised by public conferences, and to ensure the carrying on of the existing arrangements, each educational institution being left in the hands of its existing governing body, board of directors, or private owner.

(e.) *Ashton-under-Lyne.*

This town of more than 40,000 inhabitants has no endowed school at all, and has in great measure to trust to Manchester, which is 6½ miles distant, for the Secondary Education of its boys and girls.

Higher Grade School.

The chief secondary education in the town is carried on in the Albion Higher Grade Schools, under Mr. Park. These are Congregational schools, with 860 children in the standards, and 112 in the organised science schools. The "Hugh Mason's" scholarship, of 100*l.* a year for two years, tenable at Owens College, is awarded every two years, and the ultimate success of the scholars is very remarkable; one has lately been fifth wrangler at Cambridge, one is professor of English in the University of Berlin, and others have done well. The ex-standard course is arranged for three years, and the success of the Albion scholars at Owens proves that the literary side is not altogether neglected.

Private Schools.

Besides this school there is a private boys' school of from 40 to 50, carried on in the Mechanic's Institute. For girls, a proprietary high school was started in Stamford Park, which provided for the education of the girls of both Ashton and Staleybridge; in consequence, however, of the buildings being wanted for other purposes, the school was moved into Ashton, and is now carried on on the same lines as a private school, with about 30 pupils.

Technical Institute.

The technical side is being provided for at the new Higinbotham Technical Institute, under the Borough Council, and it is surely time that something more should be undertaken for Secondary Education.

Section IV.

Mining Towns.—Wigan and Warrington.

(a.) *Wigan.*

These two towns may be taken together for two reasons—1. The similarity of the circumstances; 2. The fact that for purposes of technical instruction both are worked by the instruction committee of the Lancashire County Council, Wigan, though a county borough, having elected to join the county for purposes

of technical instruction, and Warrington, though by the census of 1891 over 50,000 inhabitants, yet remaining a non-county borough.

If the area assigned to Secondary Education boards was made co-extensive with that of existing technical committees, then, as at present arranged, both these towns would be dealt with by the Lancashire County Board.

Wigan lies at nearly equal distances from Liverpool and Manchester, at the junction of the three hundreds of Leyland, Salford, and West Derby. Its municipal borough contained in 1891 55,013 inhabitants, and its out-townships included in the ancient parish contained an additional 84,872. Its chief industries are coal-mining, and iron works, with some cotton weaving.

1. *Endowed Schools.*

Free Grammar School.

The present state of the grammar school is a great disappointment to those who have promoted it, and without some considerable changes it is likely to continue so.

The exact date of the foundation is unknown; it was endowed by James Banks in 1596, and by James Leigh in 1619, and after various fluctuations at the time of the old inquiry it was, in the original buildings, providing a "tolerably good" commercial school for 68 boys, with an income of 280*l.* a year, and a fee of 4*l.* 4*s.* a year. It was re-organised under a new scheme (5th May 1873), and no less than 10 additional schemes have since been made, dealing with old charities now placed in connexion with it; its gross income was returned in 1892 as 254*l.*, but the net income is now considerably less.

In 1879 an entirely new building was erected on a new site. There is a covered playground (69 feet by 32 feet) with a large schoolroom the same size over it. There are several excellent class rooms, sufficient for 300 boys. There is also a large school house attached for the headmaster, with much accommodation in the basement throughout, which has never yet been finished. With the exceptions of the absence of laboratory and workshop, no school of the sort could wish for better buildings. Under the preceding headmaster the school rose to 115 day boys and 5 boarders; at present there are only 106 day boys and no boarders. Of these 106 boys 32 at present are free scholars, under the following circumstances:—

At the time of the re-building of the school, at a cost of 16,000*l.*, the money raised by subscription did not cover the cost, and the required balance was supplied by the town and apprentice charities. In return for this assistance, and as a sort of interest on the loan estimated at 350*l.*, the governors agree to educate free 35 boys from the elementary schools, to be nominated by the joint board of the trustees of the Wigan charities. It is usual in the case of free scholars in schools for

the governing body to provide out of the endowment a sum equivalent to what the fees would have been had they been paying scholars, and to apply that sum to increase the sum available for current expenses, staff, &c. Here, however, no money passess and the headmaster has, therefore, virtually only 74 paying boys, with the necessity of teaching 32 boys gratis, a number which necessitates at least one additional master. The result is that the school income does not suffice for the necessary payments, and the headmaster is allowed to take the fees and carry on the school as best he can. I was informed that the income of the trust is annually supplemented by private subscription, and that the prizes are given in the same way. The present headmaster (apppointed in 1891), fortunately a bachelor and a most self-sacrificing man, has been content, instead of his fixed salary of 150*l.* and *minimum* salary of 2*l.* a boy (under section 46 of the scheme), to take what he can get out of the fees, and 100*l.* from the trust funds: the total has not averaged 200*l.* a year for the last two years, consequently he has not been able to keep up the schoolhouse, and is living in lodgings. The school income he is attempting to increase by letting off portions of the building; thus the school house is let as a private residence, the big school is let off for art classes, and another room is let for a dancing class. No self-respecting headmaster could long continue such a state of things.

The school itself is not doing badly: it has risen under Mr. Chambres from 82 to 98, exclusive of a kindergarten of 17. The report of the examiner this summer is by no means unsatisfactory; yet without further funds the school cannot permanently be carried on.

The kindergarten is a joint venture of the headmaster and of the Church School Company; it is a valuable feeder to the grammar school, and the half of any loss is borne by Mr. Chambres.

I was told by some inhabitants that the fees (6*l.* under ten, 7*l.* 10*s.* under twelve, and 9*l.* under fourteen) were too high, and that the numbers would never be larger without a reduction. On the other hand, it was said that the better class would not send their boys to a school where more than half were rough boys from elementary schools, 54 out of the last 82 entries having been from such schools.

Considering the size of the buildings, it would be possible to divide the school into two departments, in the same way as the Liverpool Institute is divided. The upper at such increased fee as to cover expenses; the commercial at such a lower fee as to attract numbers; both departments to be under one headmaster, but working and playing apart. The free scholars would, except in case of boys of exceptional talent, join and remain in the commercial department, which, with assistance from rates or taxes, would be the third grade school for the town, and would prevent the necessity of a higher grade elementary school. The

headmaster should have authority in cases of special merit, with the consent of his governing body, to promote a free scholar from one department to the other.

There are three smaller grammar schools at a short distance outside Wigan, viz., Upholland, Hindley and Abram, and Leigh. For these, *see* Part I., Section VI. p. 181.

2. *Proprietary and Private Schools.*

Girls' School.

The Church Company has an excellent schools for girls containing 80 girls, and there are several large private schools, chiefly mixed schools.

The Wigan High School for Boys and Girls (Mr. Wood) is a school which it is hard to classify; it is apparently a private enterprise, but is worked under a committee responsible for pecuniary loss, with 75 girls and 70 boys, taught mainly in separate classes; the education is that of a vigorous middle class school, with excellent results at the Cambridge Local Examinations, and a special examination of the school by Mr. J. T. Sharpe, mathematical lecturer at University College, Liverpool. The school is being taught in a converted house, with fair class rooms, and is doing good work.

Another private school takes 60 boys and girls in small but clean rooms, at a fee of 18*s.* 6*d.* a quarter, the master holding an elementary certificate.

There are some other private schools in the town, as will be seen from Appendix C.

3. *Technical Instruction Act.*

A special arrangement has been made by which Wigan has become a mining centre for the county; the conditions are (1) that Wigan should share any privileges as to scholarships, &c., which are common to Lancashire, (2) that Wigan is to give a site and to devote all the residue grant to the objects of the mining institute; (3) that the county council are to contribute at least 500*l.* a year to it. The institute is to be managed by a governing body, consisting in equal thirds of representatives of the Lancashire County and Wigan Town Councils, and of the trustees of the old mining institute. At present the accommodation is not large; there is one good lecture room, and a decent laboratory, but it does not bear comparison with other institutes. There are 625 students, but the organising secretary truly urges that "till the work is concentrated in permanent buildings "properly equipped, and with provision for manual instruction, "the instruction cannot be effective."

4. *Higher Grade Schools.*

There is a school board in Wigan, but no board schools; nor are there any higher grade voluntary schools. I was directed

to the New Jerusalem Schools, but I could not discover from the time tables that they had any claims to be called a secondary institution.

In Wigan there is no overlapping, nor any approach to it, except in so far as the inferior private schools may be affected by any improvement of the public secondary schools.

The body required to deal with the whole question is a strong outside body, or one containing a strong representation from outside. The need of some action is urgent.

(b.) *Warrington.*

This town, lying on the borders of Lancashire and Cheshire, has now a sufficient population (53,000) to be a county borough, but it has taken no steps to become so; its chief industries are wire-drawing and ironworks.

1. *Endowed Schools.*

Grammar School.

The Warrington Free Grammar School was founded in 1526, under the will of Sir Thomas Boteler. A full account of its foundation and history is given by Mr. Bryce (Vol. xvii. p. 417). In 1865 its annual income was 514*l.*, but since then it has increased to 1,054*l.* A new scheme was made in 1881, and a governing body consisting of eight co-optative and seven representative governors appointed. The Lancashire bench of magistrates send one, the Cheshire bench one, the town council of Warrington three, and Lord Lilford (the heir of the founder) two representatives. With this income the school might be expected to do a considerable work, and to a certain extent it has been successful. The buildings date from 1863; they are provided for 100 boys, and there are dormitories in the master's house for 14 boarders, on the cubicle system.

The class-rooms are sufficient, but the headmaster is justified in saying "they do not come up to modern requirements." There is no proper accommodation for teaching science, and no laboratory. Application was made in January 1891 to the Lancashire County Council for a grant towards building a laboratory, but unsuccessfully.

The site for the school has become most unsuitable; the school grounds are shut in on three sides by back streets, almost "slums," and the ground on the fourth side has been bought by a firm of wire manufacturers for future extension; thus this increasing evil threatens to make the task of obtaining boarders more difficult. In 1887 there were 118 day boys and 14 boarders, but at present there are 89 in all, of whom seven are boarders.

There is provision for scholars to pass from the elementary schools into the grammar school; two scholars (under 12 years of age) are chosen from these schools every year, and these boys seem to have done very well; since 1889 one old scholar won

first classes in Parts I. and II. of the Classical Tripos at Cambridge, another scholar won an entrance exhibition at Cambridge, and two have won scholarships at Owens College. Two scholarships are also awarded annually, open to all boys in the school under 16 years, and there are two exhibitions tenable at the university. The subsequent career of both scholars and exhibitioners is quite satisfactory; there is distinctly a ladder habitually used to the university, and other scholars win clerkships in the Civil Service, and engineer studentships in the Royal Navy.

Notwithstanding this success, the headmaster is not satisfied with the working of the elementary scholarships. The fact that no *open* entrance scholarships are given tends, it is said, to make an entrance scholarship rather a social stigma than a mark of distinction; "the number of such boys is not enough," in his opinion, "to compensate for the loss which the school feels from "boys being avowedly withdrawn from it to avoid contact with "boys whom parents, whether wisely or not, do not consider fit "associates for their boys." He suggests that if more scholarships could be given, open entrance scholarships might be given by the same examination by which the elementary scholars are selected, and that both kinds of scholarships would then rank equally as a distinction.

The religious education is by scheme, in accordance with the doctrines of the Church of England; there is, of course, a conscience clause, but the headmaster told me that no one but Roman Catholics had ever made use of it.

The school is well worked, and has a good staff; but, with no large expenditure on science or other expensive branches of education, it seems a small outcome of so rich a foundation to be educating less than 100 boys; in one way or another 10*l.* or 11*l.* must be spent by the foundation upon each boy above the fees received.

Blue-coat School.

There is also a richly endowed Blue-coat School in the town, where boys are boarded and educated, but the education does not come above the standard of an elementary school, with the exception that girls are kept to a later age in training for domestic service.

2. *Proprietary Schools.*

For girls there is no open public institution in the town.

Clergy Daughters' School.

The school for clergy daughters is rather a diocesan than a local institution; here 67 girls, daughters of clergymen in the old diocese of Chester (preferentially orphans), are boarded and educated; this school cannot, therefore, be counted as a provision for local education.

The school was under examination at the time of my visit, but I inspected the boarding and sleeping arrangements, which are excellent. The girls are tested by the Oxford Local Examinations, and also by a school examination.

There is a confessed want of public provision for the higher and middle education of girls. Of private schools for girls, there are several; one school which I went over has about 70 girls, and is taught in satisfactory buildings, and on "high school" principles.

The headmistresses complain that girls are carried off before 15, and sent out of the town to be finished. A public institution would be able to keep a greater hold on the girls.

3. *Higher Grade Schools.*

There is no school board, and, therefore, there are no higher grade board schools. I was somewhat at a loss to discover where the lower middle classes get their children educated: it appears, however, that as many as 1,000 (boys and girls) attend an undenominational school, called the People's College. At the time of my visit this school was shut up for the holidays, but I was informed that it was an elementary school, under Government inspection, with some specific subjects, such as domestic economy and algebra.*

4. *Technical Instruction.*

The state of the technical instruction classes, despite the energy of the secretary, is not as yet satisfactory; they have all been taken over by the borough technical instruction committee, but at present they are taught in four different places; and there does not appear any prospect of a central technical institute being built. These classes have not, I was told, been as well taken up in Warrington as elsewhere, because there have been similar attempts before, ending in failure.

Summary.

To sum up; (1) without the initiative of some body, strengthened with outside representatives, it would appear that this town will go on without any provision for girls' schools, either higher or middle, and without adequate provision for third grade boys' education at low fees.

(2.) The grammar school would benefit by removal to a better site, while the existing site and school might be utilised for a cheap third grade school, whether under the headmaster of the grammar school or not.

(3.) A local central council might stimulate the public opinion to the provision of a technical institute, as in other towns of the same size.†

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* I visited this school again in October 1894, and found it excellent so far as it went, but neither in profession nor in reality, above the level of a good elementary school.

† At my visit in October, the night classes had increased in size, and the continuation classes, preparatory to technical work, had doubled their number.

Section V.

Towns with Chemical Works.—St. Helens and Widnes.

(a.) *St. Helens.*

St. Helens, a county borough of 61,288 inhabitants, with outlying townships of about the same populations, lies 12 miles from Liverpool (E. by N.), and is the centre of the plate-glass manufacture, with chemical and alkali works.

At the time of Mr. Bryce's inquiry for the Schools Inquiry Commission no provision whatever was made for Secondary Education at St. Helens, but in 1875 the Charity Commissioners, by a new scheme for the management of the Charitable Foundation of Sarah Cowley, provided for the establishment of a middle school for boys and a middle school for girls. At present, therefore, we have to consider in St. Helens—

1. The Cowley Endowed Schools (Boys and Girls).
2. Technical Institute in course of erection.

Of private schools there is a remarkable absence. I could hear of none of any special interest either for boys or girls.

There is no school board nor any higher grade school; the Roman Catholics, who form about a third of the population, established a ninepenny higher grade school, but this did not succeed.

The standard for exemption for whole time is Standard V.

The population consists of rich manufacturers, who send their sons to school to a distance, of a very scanty middle class, and of a large number of artizans, some of a superior class.

No boys are sent out of St. Helens to Manchester Grammar School, and only five to the Liverpool schools.

1. *Endowed Schools.*

Cowley Schools.

The building of these schools is one of the distinctly successful results of the Charity Commissioners' schemes. The endowment, which had been entirely directed to the supply of elementary education, was by a scheme (May 13th, 1875,) directed to be used for the supply of a liberal and practical education.

The governing body consisted of six representatives of the town council and six co-optative members. The trustees of the original foundation became the first co-optative governors, and were appointed for life; as they die out the places are filled up by co-option, and it is evident that the town council will command the majority in the election. The result of this is already felt in the fact that two of the co-optative governors are also members of the town council. The school will, therefore, practically be in the hands of the council.

The buildings, which cost about 15,000*l.*, were opened in October 1882. They are in a healthy position, with good playing field, on the outskirts of the town, on Cowley Hill at

least a mile from the centre of the town. There is a mortgage on the buildings, now reduced by a sinking fund of 80*l.* a year to 1,300*l.*

The boys' school has been a distinct success; it was built for a possible 150 boys, and three years ago ran up to 129, but at present, whether for reasons of bad trade, overlapping, or distance from the town, has fallen to 88.

The girls' school, taught in an adjacent wing of the same building, numbers 93, and has not fluctuated with the boys.

Two differences are noticeable between the boys and the girls: (1) the boys leave school earlier than the girls; the headmaster informed me that there were only four boys between 15 and 16 and four boys between 16 and 17; while the headmistress says only half of her girls leave below 16, and at present there are 20 girls over 17; (2) the girls are distinctly of a higher social grade than the boys.

As there is no other school in the town, it may be inferred that the brothers of the girls go out of the town for their education, while the sisters of the boys do not get any Secondary Education at all.

The school has been remarkably successful for its size in the Oxford and the Cambridge Local Examinations, with a yearly average for the last 10 years of 12 certificates, some of very high places.

By section 57 of the scheme the governors may provide evening classes in connexion with the Department of Science and Art. These have accordingly been established, and taught by the school staff, whose salaries have been increased by a proportion of the grants obtained from the Department. For the last two sesssions these classes have been taken over by the Borough Technical Committee; the number of students attending in the last winter session was 84; such, however, of the classes as required no scientific apparatus were, transferred to the temporary buildings in the town, and on the completion of the Gamble Technical Institute, now in course of erection, all the classes will be transferred to the new institute, probably under teachers not connected with the Cowley schools.

The loss of these classes would diminish the salary of the masters, and prevent the headmaster from keeping up the high standard of science teaching which has been the mainstay of the school. At present there are three graduate assistant masters at salaries ranging from 120*l.* to 160*l.*

There is no re-classification in this school for different subjects, nor is there any remission of special subjects; all boys learn Latin, and take the usual school course.

In the top form, who are working for South Kensington certificates and obtaining good results, the proportion of hours per week between grant-earning and non grant-earning subjects (excluding religious knowledge and gymnastics) is 11 to 13.

The fees are 7*l.* a year for boys under 11 years of age, and 8*l.* a year for boys over 11.

Since the establishment of municipal evening classes, a well-informed gentleman writes to me, "Parents have taken away "their boys, even earlier than they did a year ago, and even "that was decidedly too early, under the impression that they "can get such higher or technical education as they want from "evening attendance at technical schools." This may, in some degree, account for the decline of numbers.

The income of these schools is apparently large, but this is considerably diminished by various charges; thus the accounts for the last year (1892)* for which accounts have been rendered to the Charity Commission may be analysed as follows:—

The net income of the charity was 799*l.* 5*s.* 8*d.*; interest, sinking fund, bank charges came to 153*l.* 15*s.* 3*d.*; expenses of management, rates, advertising, repairs, furnishing, paving, and sundries came to 365*l.* 3*s.* 3*d.*; and pensions to 51*l.*; there was thus left only a balance of 229*l.* 7*s.* 2*d.* applicable to the current expenses of the two schools.

The accounts of the two schools are not kept separate, but it would appear that the girls' school is self-supporting, and the boys' a loss.

The income consists of (1) the above balance of trust, 229*l.* 7*s.* 2*d.*; (2) boys' fees and grant 917*l.* 11*s.* 4*d.*; (3) girls' fees, 645*l.* 6*s.* 8*d.*; while the expenses are (1) expenses common to both schools, 176*l.* 4*s.* 10*d.*; (2) expenses of boys' school, 1,074*l.* 18*s.* 0*d.*; (3) expenses of girls' school, 559*l.* 18*s.* 4*d.*

If the common expenses be divided equally among the two schools there is a loss on the boys' school amounting to more than 200*l.*, while the girls' school fees practically cover the expenses.

It appears to be extremely desirable that where as here there are more than one school under the same trust, the accounts should show the amount of receipt and expenditure in each school separately. It is possible for one school to be treated with favouritism at the expense of the other. In this case it is clear that the increase of the salaries of the girls' staff might fairly be considered—at present the girls' school does not appear to be receiving any benefit from the endowment, except the use of the buildings and apparatus.

2. *Elementary Education.*

There is no school board nor any higher grade school; the Roman Catholics, who form about one-third of the population, established a ninepenny "higher grade" school, but this did not succeed.

The standard of complete exemption is the Fifth, and I was told that there were not more than 150 boys and girls in the whole town in the Sixth Standard, and for half-timers the lowest possible standard for exemption is accepted; this would render it possible for a boy to become a half-timer at 10, and at that early age boys can get work in the glass factories.

* I have since seen the accounts for 1894, but the fee for boys and girls not being given separately, I am unable to institute a similar comparison.

3. *Technical Instruction.*

Technical instruction in St. Helens is administered by a committee consisting entirely of members of the Town Council; it has devoted the residue money hitherto to assisting night classes already in existence at the Cowley School and elsewhere, and to starting some new ones.

In April 1893, Colonel Gamble, C.B., offered 20,000*l.* for the building of a technical institute and land for the site. The donor attached the condition to his gift that it should not be for "ordinary Secondary Education," and it clearly was not his intention in any way to cripple the working of the Cowley School, of which he is an influential governor; if the staff of the grammar school can be utilised for the science lectures of the institute, men of a high stamp can be obtained to the mutual benefit of both institutions. Gamble Institute.

An account of the Gamble Technical Institute is given in the Record of Technical and Secondary Education, April 1894, p. 273.

The number of students at the technical classes already number 800, and may be expected to be increased on the opening of the new building.

The director of technical instruction complains greatly of the incapacity of many of the students to benefit by the classes: this, he attributes in great measure to the low standard (Standard V.) at which boys leave the elementary school.

If the standard of total exemption is not raised above Standard V. a cheap day or organised science school is, in his opinion, greatly wanted.

Summary.

St. Helens is an instance of a city borough where:—

1. An old endowment has been made use of to supply middle class schools.
2. No overlapping of day schools has occurred, but there is danger that the Technical Institute may damage the efficiency of the endowed schools.
3. It is desirable to have a central body on which other than the town council are represented, to take a wide view of the situation, and provide for the general interests of all education, secondary as well as technical.

(b.) *Widnes.*

Widnes, with a population of 30,111, was made a borough in 1891, and carries on a considerable manufacture of chemicals.

The population is rapidly increasing, and there is at present, with the exception of the Farnworth Grammar School to which I will presently refer, no attempt to deal with the education of the place.

Those who can afford it send their children by rail 13 miles into Liverpool; 13 boys are at present attending the Liverpool day schools; there are no higher grade board schools; there are scarcely any private schools; there is no provision whatever for the teaching of girls higher than the elementary.

Here there is a clear field for the action of any board for Secondary Education that may be called into existence, and there is no want of men of position who are willing to give money and time to carry out any reasonable scheme.

The amount assigned by the Lancashire County Council out of the residue money (480*l.* a year) has been hitherto devoted to evening classes, and will be required to carry on the Technical Institute, the first stone of which had been laid just before my visit. But there is no reason why the new building should not facilitate that part of Secondary Education which is scientific and technical.

Farnworth Grammar School.

Two miles north of it is Farnworth, a village in the parish of Prescot, but practically forming part of Widnes. Here is an old grammar school which is not to be confused with the other Farnworth grammar school near Bolton.

This school was founded by Bishop Smith in 1507; a new scheme was granted August 14th, 1879, and it was re-opened in new buildings in 1884; previous to this it had ceased to be carried on in the old school buildings, and had been "farmed" by the then headmaster in a private house. The present buildings were built by public subscription, and offer very good accommodation for at least 100 boys. There is a good schoolroom, 40 feet by 25 feet, and two other classrooms; there is a playground, and the building was being painted inside and out at the time of my visit, also, I understood, at the personal expense of the governors.

The numbers have never been great, although the education given seems practical and evidently suited to the class of boys. Under the first headmaster, after the re-opening, it got up to 36; at the time the present master, Mr. W. Harrison, B.A. Lond., came, it stood at 25, and the number now is 39, its highest.

The boys take the College of Preceptors' examination, and also some of the South Kensington subjects; in the College of Preceptors' examination last year, nearly the whole school went up, and 30 boys passed. Of these, four passed in the first class papers, and three of them were placed in honours, standing 15th, 30th, and 33rd in the list. I know, as an examiner, that such places could not be obtained without very first rate teaching in such subjects as arithmetic and mathematics.

Unfortunately, the laboratory (as well as the master's house) originally designed, was omitted for want of funds, so that there is no opportunity for science or manual teaching.

The scheme provides for the free instruction of six scholars out of the elementary schools, and these scholarships are

increased by the private liberality of Mr. T. S. Timmis, with 10*l.* a year payable to the parents, so that they act as "maintenance" scholarships. Another Widnes gentleman, Mr. F. H. Gossage, has given a scholarship of 60*l.* a year, tenable at University College, Liverpool, to any Widnes boy.

This struggling and yet deserving school, is in danger of being swamped if a day school for boys should be started at the Technical Institute in Widnes.

Technical Institute.

The controlling hand of a central local authority is wanted to deal with the question; the Technical Institute might fairly give the use of their laboratory and school for manual training to the Grammar School, on certain days in the week, where the boys might be taught by their own masters or by others as might be found convenient.

At the same time, if it is desired to utilise the schools of the Technical Institute in the daytime there is an opportunity for supplying a pressing need of the place, by opening there a cheap middle school for girls.

The educational problems of this town very much resemble those of St. Helens, and here, as there, it is of great importance that some body that can consider the whole educational question and not the point of view of either the grammar school or the technical school or the elementary schools alone, shall have power to deal adequately with the needs of the place.

Section VI.

Endowed Schools in Smaller Towns and Country Districts.

The chief endowed schools in the district assigned to me, have been incidentally dealt with under the head of the town in which each is situate; I now propose to give a complete list of the endowed schools in the hundreds of Salford and West Derby, giving a reference in the case of those already dealt with, and a fuller account of those not yet dealt with.

A comparison will in each case be made with the state of the school at the time of the Schools Inquiry Commission in regard to increase, numbers in the school, numbers sent to the university, and grade of the school.

In the report of the Schools Inquiry Commission* the schools are divided into three grades, I. classical, II. semi-classical, III non-classical and elementary. It is rather difficult to compare the existing grade of the school with this classification, owing to the greater attention now paid to modern subjects, so that a school may be first grade in all other respects and yet only semi-classical. I have therefore assigned the present status of the schools, from the consideration of age, combined with the

* Tabular Digest of Information received. Vol. XVII., p. 458.

number of boys passing on to the older or the newer universities.

I understand that statistical tables will be published of the endowed schools of Lancashire; but at the risk of some repetition I think it worth while to give here a table or list of the schools in the hundreds of Salford (S.) and West Derby (W.D).

Comparison of State of Endowed Schools in the Hundreds of Salford and West Derby in 1865 and 1894.

Name of School.	Hundred.	Grade in 1866.	Grade in 1894.	Number in 1866.	Number in 1894.	Average Number to University in Four Years, 1865.	Number in University, 1889-93.	Gross Income in Digest (1866).	Gross Income in Charity Commissioners' Return, 1892.	Reference for further Information.
								£	£	
Ashton-in-Makerfield.	W.D.	II.	Second Grade	52	34	—	—	43	193	See below.
Bolton-le-Moors	S.	I.	First Grade (by age).	67	55	16	8	409	306	See Bolton, p. 161.
Bury	S.	I.	First Grade	119	164	Nil	18	840	1,104	See Bury, p. 157.
Farnworth (near Bolton).	S.	I.	Second Grade	31	30	2	—	15	73	See below.
Great Crosby	W.D.	II.	First Grade	65	278	—	23	805	1,720	See Liverpool, p. 141.
Hindley and Abram	W.D.	—	Second Grade	—	53	—	2	—	86	See below.
Leigh	W.D.	II.	Second Grade	59	67	—	1	25	25	See below.
Manchester Gr.	S.	I.	First Grade	280	800	32	227	2,603	2,956	See Manchester, p. 115.
Manchester, Hulme	S.	—	Second Grade (by age).	—	264	—	12	—	1,000	See Manchester, p. 124.
Middleton	S.	I.	First Grade	37	12	—	4	37	25	See below.
Oldham Hulme Grammar.	S.	—	Second Grade (by age).	—	Not yet finished.		—	—	750 57	See Oldham, p. 148.
Ormskirk	W.D.	II.	Second Grade	78	78	—	Nil	110	119	See below.
Prescot	W.D.	II.	Third Grade	—	44	—	—	143	156	See below.
Rivington and Blackrod	S. S.	II. III.	Second Grade (by age).	153 58	41	—	Several	333 242	528	See below.
Rochdale	S.	II.	Second Grade	40	24	1	Nil	27	27	See Rochdale, p. 152.
St. Helens (Cowley Schools).	W.D.	—	Second Grade	—	88	—	6	—	818	See St. Helens p. 172.
Stand (near Whitefield).	S.	II.	Second Grade	19	40	3	—	35	87	See below.
Upholland	W.D.	II.	Second Grade	23	40	—	3	71	47	Mixed School: 28 boys and 12 girls. See below.
Warrington	W.D.	I.	First Grade	70	89	1	10	514	1,054	See Warrington, p. 169.
Widnes (Farnworth).	W.D.	II.	Second Grade	34	38	—	5	56	70	See Widnes, p. 176.
Wigan	W.D.	I.	Second Grade	68	98	6	1	280	254	See Wigan, p. 166.

In addition to the above list, there were in 1865 11 other schools which have now become merged in elementary schools, or are carried on themselves as elementary, or are non-existent.

I have ascertained this to be the case as regards Aspull, Bispham, Burton Wood, Halsall, Lathom, Ridgway's School at Bolton, Lowton, Winwick, Eccleston, and Standish. I have received no answer to my letter in the case of North Meols.

There are also two endowed boarding schools, in which an elementary education is given, with especial attention to commercial subjects, viz.—

Cheetham's Hospital, Manchester, *see* p. 125. Henshaw's Blue Coat School, Oldham, *see* p. 149. Blue Coat School, Warrington, *see* p. 170.

Of girls' endowed schools, there are—

(1.) The three Manchester schools (*see* p. 125), forming part of the Hulme Charity, with an endowment of 1,000*l.* a year, viz., the Manchester High School (410 girls), the Pendleton High School (126 girls), and the North Manchester High School (113 girls).

(2.) The girls' department of the Sarah Cowley's Charity at St. Helens (*see* p. 172). (93 girls).

(3.) The girls' department of the Hulme Grammar School at Oldham, now in process of erection, and for which 500*l.* a year is to be devoted (*see* p. 148).

(4.) The girls' department of the Great Crosby Merchant Taylors' School *see* p. 142, to which three-eighths of the annual income of 1,350*l.* is devoted (159 girls).

(5.) The Upholland Mixed Grammar School (12 girls).

I proceed to give some further details as to some of the grammar schools not previously dealt with.

Ashton-in-Makerfield Grammar School.

This school, reorganised in 1888, was only re-opened in January 1893, in new buildings; the buildings are very good, but the headmaster complains of want of cloak-room accommodation. The district is growing rapidly, and the population has doubled itself during the last 10 years. The difficulty is, that there is not income enough at the present fees (4*l.* 4*s.* the minimum assigned in the scheme) to provide an assistant master. The headmaster tells me that he has hitherto done so at his own cost, but that he is unable to continue to do so. The school was examined this year for the first time since the reorganisation by the headmaster of the Cowley Schools, St. Helens, who gave a favourable report of the work. The fees could not be raised; to make the school useful, they should be reduced.

The new school is about two miles from Seneley Green, where the old school was, and close to the Brynn Station on the London and North Western Railway. The buildings consist of a residence for master (without accommodation for boarders), an

excellent school, about 50 feet by 25 feet, and two good class-rooms. The local board are building, contiguous to the school, a laboratory and workshop out of the proceeds of a local endowment (Burn's Charity), and apparently the technical committee and the school are both to use the buildings, but it is not clear whether the school will be allowed the use of the benches and apparatus. Very strained relations appear to exist between the local board and the governors; quarrels have existed ever since the new scheme was issued, and, as a result of this, the old premises at Seneley Green, which are now the property of Lord Gerard, have been taken by the former headmaster, a local favourite, and an opposition school of from 20 to 30 boys is being carried on there; hence, despite the good site, excellent buildings, playing yard, and cricket field, the school does not fill, and has only 34 boys. The school income is 148*l.*; but the fixed payments for headmaster (70*l.*), scholarships (50*l.*), and repairs (15*l.*), take up nearly all the money.

The custom of granting the fees to the headmaster and telling him to farm the place is again adopted here. By this means all pecuniary liability is shifted from the governors to the headmaster, and, as in this case, a young man, evidently an excellent master, who has left a good assistant mastership to take the post, finds himself hampered by money anxieties. The headmaster told me that he had started with too good a staff at first in 1893, and that on his first year's work he only realised 8*l.*; consequently this year he is doing all the work himself, but seems very low about his prospects. A local authority is greatly wanted, not only to subsidise such a useful school as this, but to control the governors and prevent the farming arrangement.

The locality does not appear to take a keen interest in the school; one gentleman, the chairman of the local board, and a vigorous supporter of the grammar school, regretted that they could not see his way to benefit Mr. Burnett, but pointed out that, by the arrangement made, the carrying on of the school was secured. If, however, a school cannot be carried on in accordance with the scheme, the sooner this is found out the better, and either the finances supplemented or the scheme altered. No greater proof can be given than the history of this school of the need of annual inspection by a local controlling body.

Farnworth Grammar School (Dixon Green School), near Bolton

This grammar school at Farnworth, a few miles from Bolton, was founded in 1715; there is a house and one room, and apparently it is exactly in the same state as at the former inquiry.

There is no scheme; the original income was 15*l.* a year, but in 1868 a further gift was made by Mr. Ridout, which has raised the income to 73*l.* At that time a fresh deed was executed by which the property was transferred to fresh trustees.

The schoolmaster is allowed 50*l.* a year by the trustees, who also do necessary repairs; the master takes the fees and does the best that he can. At present there are 30 boys with two assistant teachers; the school has recently fallen from 60, owing it is said to two causes, (1) the coal strike in 1893, and (2) the competition of the Bolton Higher Grade Schools.

Boys are prepared for the College of Preceptors and for London Matriculation—two having matriculated in recent years. There is nothing, however to attract boys—no scientific apparatus—although there are some Science and Art classes, nor any special commercial attractions. The play-yard is small and the sanitary arrangements of the most primitive character. It is to be hoped that another 30 years will not elapse before the school is reorganised.

Hindley and Abram Grammar School.

The school does not appear in the list of Lancashire Endowed Schools in 1865; it was at that time carried on as an elementary school, but it has since that time been reorganised (by scheme, June 29th, 1882) as a school of the second grade. It has now 54 boys, and this is the largest number on record; with the present staff, one assistant, a mere boy, who has passed London Matriculation, the headmaster cannot take very young boys, and so has to put off the entry of boys till they can work fairly with his lowest form.

At the time the present master came, in 1882, there were very few boys and the school was in great difficulties, owing to a lawsuit between the trustees and the last headmaster, which ended unfavourably to the trustees, and the costs of which are still crippling the income.

There is one good school and a small class-room and a house for the master; a large playground and plenty of room for extension in the headmaster's garden.

The headmaster makes a point of French, and teaches Latin only to those who wish it. His boys have done well in the College of Preceptors' examination (*see* Appendix C.).

The headmaster receives 50*l.* a year, and the fees (at 4*l.*), out of which he has to provide teaching. He would like to have a girls' department, which is much needed, in a school built in his garden; he told me that boys were sometimes taken away because the sisters could not come with their brothers, and sent to Wigan, where there were mixed schools. This school is doing the work of a higher grade board school, and there seems no reason why it should not be made available for girls as well as boys. There has been no help from the county council.

The building is the old building, but it has had new windows put in; it is sufficient for its present purposes, but it has no modern appliances; the latrines were in a scandalous state, and there is no accommodation for any science teaching.

Leigh.

With the adjacent townships of Atherton and Tyldersley Leigh has a population of 28,702, and there is a distinct need of a second grade school, where science and modern subjects would be adequately taught, built in a central position.

Leigh Grammar School.

The Old Grammar School is described in Mr. Bryce's Report, vol. xvii. p. 301, as to management, trusteeship, endowment; it is in the same state as it was then: there has been no scheme promulgated, and the trustees, who were seven at that time, have been reduced by deaths to four, viz.: Mr. R. Guest, who is non-resident, Mr. R. Marsh, and the two *ex-officio* trustees, the vicar of Leigh and the incumbent of Atherton.

A few years ago a legacy was made to the school and the money was spent in buying up the premises of a private schoolmaster; a debt of 190*l.* was incurred, and the headmaster has to pay the interest out of the fees. The endowment is really only 12*l.* a year, paid to the schoolmaster, and a further endowment of about the same amount, which provides for the education of three free scholars. The fees do not produce 250*l.*, out of which the present master has to pay himself and two assistants, and to pay all expenses of repairs, taxes, ground-rent, &c. It is clear then that the present energetic headmaster almost gives his services for nothing; he certainly does not make more than 70*l.* a year, and it is clear that unless he had private means, and also made some income by lecturing for the Wigan Technical Committee, he would not be able to carry on the work. The Technical Committee of Leigh have not yet been able to give any help, but as the institute, now built at a cost of 13,000*l.*, is only a few hundred yards distant, they ought to help the school by opening their laboratory and science lecture room to the use of the school in the daytime.

There is no girls' school in Leigh, and one is much wanted; if there were funds to build a school for girls, whether as part of the grammar school or not, it would be a great boon to the town.

There is a Francis' Charity belonging to Leigh, the income of which is accumulating at the rate of about 300*l.* a year, and out of which 1,000*l.* has been given to the new technical institute. If out of this fund a girls' school for Leigh could be started it would be of great advantage.

The old school building still exists; it remained in use for a quarter of a century after Mr. Bryce's scathing denunciation; it might be sold to pay off the debt on the present building.

There is no limit of age, and I found one boy preparing for London Intermediate Arts and one for Dublin university. The school is worked well under the circumstances; it depends entirely on the headmaster, being practically a private school under the guise of a grammar school.

Middleton (Queen Elizabeth's Grammar School).

The present state of this school is of a melancholy character. The buildings stand low down on the bank of a brook called the Irk, which separates the school from a field belonging to it. The buildings are in better repair than at the time of Mr. Bryce's visit; but otherwise his description of it as "the most dismal "and woe-begone in all Lancashire,"* still remains. Meanwhile the school has changed from a mixed grammar school of boys and girls to a boys' school, girls being refused; and after reaching a total of 57 it has dwindled to 12 on the rolls, and less than a dozen present at my visit.

The history of the school is given in Mr. Bryce's Report (vol. xvii. p. 336) and matters remain as they were 30 years ago. The Principal and Fellows of Brasenose College, Oxford, are still the sole trustees, and the school receives practically what they choose to allow it. The decision of the lawsuit against the college, which was given against the school in 1834, has left the school at the mercy of the college; and while the school's moral claims have been from time to time urged, the growing town of Middleton has doubled its population without anything being done for the Secondary Education of its boys or its girls. The arguments on behalf of the school have been ably summed up by Mr. J. W. Lees, ex-mayor of Middleton.† A public inquiry was held in January 1888 by Mr. Lefroy, on behalf of the Charity Commissioners, but nothing has resulted from it Brasenose College made an offer, but this offer has not been accepted by the "Grammar School Committee" representing Middleton. The proposal of the college was to increase the salary of the master by 150*l.* a year (in addition to the 50*l.* a year at present voluntarily allowed), and to contribute 500*l.* to the fund required for the erection of new buildings, and to consent to the sale of the present buildings and land for the benefit of the school.

It is unfortunate for the interests of education that this offer has not been accepted. A scheme has been framed for the reorganisation of the school, and a new site, centrally situated, offered by Mrs. Lees, of Alkington Hall. At present, however, the matter has come to a dead lock.

The committee calculate that they cannot provide Secondary Education for 200 boys and 150 girls without an income of 1,000*l.*, and that the offer of 500*l.* is inadequate.

The headmaster attributes the decline of his school to the agitation that has taken place.

The present master is an Oxford first-class man, and there seems no other reason, except the site, why the school should not be a success. The field, which would naturally be a cricket

* Vol. XVII., p. 337.

† "The History and Present Position of the Ancient Free Grammar School of Middleton." Printed for private circulation. 1892.

ground, was laid out for hay, and the reason assigned was that the balls always went into the Irk.

Ormskirk Grammar School.

The town is the centre of an agricultural neighbourhood, and has over 6,000 inhabitants.

This second grade school is one of the most successful of the minor grammar schools I visited. It has 80 boys, good and sufficient buildings, pays its way, and is the only secondary boys' school in a radius of six miles.

At Mr. Bryce's visit, the then headmaster complained that the approach to the school, up a lane and through a yard, was not good, and injured his boarding establishment. Now the town has expanded, the lane is an excellent road, the yard is a good playground, and the school is contiguous to the new park opened this year by Lord Derby.

The buildings were enlarged in 1892 out of capital at a cost of 820*l.*, and the school could now accommodate 125; the present headmaster, who came in 1888, has worked up the school from 15, but it has been over a hundred. The education is that of the Oxford Locals and College of Preceptors (second class); but there is no adequate provision for science teaching.

The Lancashire County Council was asked to help in building a laboratory with a view to the teaching of agricultural chemistry, a subject much required in this purely agricultural neighbourhood; however, following their usual policy, they refused. The Aughton Local Board gave the school 30*l.* out of the technical funds, but cannot make the grant annual. Here is a case in which a grant would have been most useful, and would have furthered the technical education of the district.

There is a boarding house, said to hold ten boys, but the rooms are inadequate. The dormitory is about 25 feet by 15 feet, nine feet high with a lean-to roof rising from five feet, so that the cubic contents are 2,625 cubic feet, or 525 cubic feet for each of the five boys at present sleeping in it. Tradition says the last headmaster put 11 boys in it. If it is to be a boarding school, and apparently there is a demand for boarding accommodation for the residents and the farmers' sons around, a better room ought to be built.

The present headmaster says that he has to refuse boarders every term.

The headmaster has 282*l.* allowed him for assistants, out of which he pays two masters, and drill and music masters, and provides a third master at his own expense: it is clear therefore, that there is no money for the governors to spend on science expenses, and that help from some other source is required. Application to the Science and Art Department is an obvious suggestion.

The governors are fifteen; nine representing local authorities, one University College, Liverpool, two *ex-officio*, and three co-optative members.

The scheme says that there are to be scholars, and that in each year one is to be a scholar from elementary schools, and one a boy already in the school. It is in dispute whether *one* means *one only* or *one at least*. Public policy would demand the latter interpretation, but at present the governors have acted on the former. There is no social difficulty with the elementary scholars, nor is there any religious difficulty in the school.

Prescot Grammar School.

This school still remains in the two departments, the upper and lower, as it was at the time of the old inquiry, but there have been two changes: (1) a new scheme was issued in 1876 by which the lower school was separated from the upper, and placed under the Education Department, with a certificated master at its head, free scholars out of the lower to pass on to the upper school annually; and (2) in 1890 considerable addition was made to the accommodation.

In the original building of 1760 there were two rooms, 35 feet by 20, used for the lower school, and 35 feet by 12 for the upper school. A new school of 48 feet by 18 feet was in 1890 built for the upper school, and the long room divided into two, one used as an additional class-room by the lower, and the other as a cloak-room for the upper school. The two schools have separate entrances and play-yards.

The lower school is nothing more than an elementary school, with a fee of 6*d.* a week, and therefore socially more select than the board schools, to which it is inferior in accommodation and teaching staff. It has 88 boys: the numbers have been more than doubled since Christmas, owing to the closing of some other schools in Prescot.

The upper school is a third-grade grammar school. It has now 44 boys, and has reached 46; the governors are quite satisfied with the work it is doing, and the boys pass the Cambridge Local Examination (*see* Appendix C.).

The headmaster has no assistant whatever, and on the day I was there he was teaching five small sets of arithmetic at the same time.

With a view to raising money to get a second master, the headmaster proposed putting some of the classes under the Science and Art Department, but was refused by the Department on the ground that the school was (through its attached lower school) receiving aid from the Education Department.

The governing body consists of two *ex-officio* governors (the coroner of Prescot and the treasurer of Prescot charities), one chosen by King's College, Cambridge, four by the ratepayers of Prescot, and four co-optative.

It is not clear that the scheme of 1876 intended the lower department to be independent of the "principal teacher" of the upper department, but it is so worked. The lower department is merely doing what can be better done by the board schools.

Here is a case in which the endowment should be turned into a third grade (or higher grade elementary) school for both boys and girls, who might very well be taught together. The lower school would become the standard school for Standards IV. and V., and the upper department the Sixth Standard and ex-standard pupils.

In Prescot I heard the usual complaint that the boys attending the technical horology school were not sufficiently prepared to benefit by the classes, owing to their leaving school at 13 in low standards.

The grammar school certainly ought to be connected with South Kensington, and fill up the gap between the board schools and technical education.

Rivington and Blackrod Grammar School.

Two endowed schools, the Free Grammar School of Queen Elizabeth at Rovington, or Rivington, and the Free School, or Grammar School, of Blackrod were, by the Endowed Schools Commission, united into one school 13th May 1875; and new buildings were erected at a cost of 9,000*l.* at the foot of the Rivington Pike, and about one and a half mile from the rapidly increasing town of Horwich.

Accommodation was provided for about 50 boarders and as many day boys, and the fees in the original scheme had 6*l.* as a maximum for day boys, and 41*l.* for boarders. The limits as to fees were subsequently altered, and at present the fees are 8*l.* 5*s.* a year for day boys, and for boarders (entering under 16), 47*l.* 5*s.*, and for those entering over 16, 55*l.* a year.

On my visit to the school, I had some difficulty in obtaining information owing to the recent death of the headmaster, Rev. G. Squire, but I received all the help I could from the *locum tenens* headmaster, Rev. J. B. S. Barratt.

The school has reached 74, including 32 boarders, but at present it has only 41 boys, of whom 18 are boarders. This outcome is disappointing after the new buildings have been open 13 years. The town of Horwich must greatly and increasingly need Secondary Education, but the present day-boy fees are too high for the class of managers, foremen, &c. residing in Horwich It seems suicidal to have raised the fees above the limit originally and judiciously fixed.

The boarding arrangements seem to require revision. The scheme leaves it open to the governors to select the ordinary or the hostel system, and the governors have selected the ordinary system; for the masters, however, there is no arrangement, and though they live in the house the cost of boarding falls on

the headmaster, an almost impossible situation, if the school, and with it the staff, are to grow.

The curriculum is an exclusively "Oxford local" curriculum, and no variation is allowed to introduce scientific or commercial subjects so as to attract the Horwich boys.

The schools are not sufficiently advertised in the neighbourhood, and it seemed as if the object was to keep away day boys rather than to attract them.

There is a decent chemical laboratory, but it evidently was never used.

Changes may be introduced by the incoming headmaster, but the state at the time of my visit in June 1894 was not encouraging.

Powers were given under the scheme of 1875 to provide for, or assist, girls' education; but I did not learn that any action had yet been taken.

Stand Grammar School (in Pilkington).

The curious history of this school is given in Mr. Bryce's Report, vol. xvii. p. 367; it dates from 1688, and has been from that time in the hands of Protestant Nonconformists; usually the minister of the adjacent Unitarian chapel has been the master.

The present headmaster is not an Unitarian, and there is nothing to mark the school as a denominational school, except that the board of trustees is Unitarian.

The income of the trust was somewhat increased in 1888 by the falling in of leases, and a portion of the land has been sold on which is the Unitarian chapel.

The master has the use of the school and a good house to live in, where he can take boarders, and he practically farms the school and pays his assistant master out of the fees, which vary from five to six guineas. The school has risen under the present master, in less than two years, from 17 to 40. The boys' ages vary from 8 to 15, and reach about the standard of the Junior Locals; one boy, however, recently passed London Matriculation. The work, as far as it went, was well done, and there is sufficient room in the two schools for 60 boys. There are at present no free scholars; usually there are two or three.

Upholland Grammar School.

This school is charmingly situated in the country, four miles from Wigan, and might very well attract boarders. The governors have invested most of the money in buying an old country house, and there scarcely seems enough left to carry on the school. It is taken as a mixed school, the girls being about a third of the school. Of the two assistants, one is a lady. The school is well worked, and, if parents could believe that there was so healthy a spot near Wigan, it ought to induce parents to send boarders, but at present there are not enough to be profitable.

Summary.

From the table which has been given on p. 178, giving the comparison between the schools now and at the time of the former inquiry, several inferences may be drawn:—

1. Of the 21 schools in the list, four do not appear in the old list, the new Hulme Grammar Schools at Manchester and Oldham, the Cowley Middle School at St. Helens, and the Hindley and Abram School. Of the remaining 17 schools, at least six are teaching fewer pupils than at the time of the old inquiry.
2. In several cases, Middleton, Farnworth, and Rochdale, for instance, there has been no progress, and the obstacle has not been the establishment of other and more successful schools in the locality, but the obstruction caused by a small and ineffective endowment, engendering hopes of some great thing some day, hopes that have hitherto proved abortive.
3. Even when schools have had good buildings provided, either out of endowment or private subscription, there is great danger less the buildings should fail to be made the best use of through want of funds for current expenses, as at Wigan and Ashton-in-Makerfield.
4. There is no great demand for inland boarding schools in Lancashire, even when the situation is as attractive as at Rivington and Upholland. The demand is for cheap day schools near to the parents' homes; those who can afford to pay boarding fees will send their children either to the sea-coast, or out of the county altogether.

Unsatisfactory state of smaller grammar schools.

The detailed description of the smaller schools reveals a very unsatisfactory state of affairs in the majority of instances. In the cases of several schools where there is no scheme, as at Farnworth (Bolton) and Stand, and in the cases of other schools where there is a scheme, but where the financial arrangements with the headmaster are not in accordance with the scheme, as at Wigan, at Ashton-in-Makerfield, and at Hindley and Abram, the school is practically "farmed" by the headmaster. The members of the governing bodies whom I have met, pointed out that, with their small endowments, no other method would ensure the carrying on of the schools at all; a small allowance is made to the headmaster out of the income of the trust, in return for which, in many cases, he has to educate free boys, and then the whole of the current expenses are cast on the headmaster in return for the fees he can get. Thus the headmaster has not only all the care of the school, and in some cases the unaided teaching of 30 or 40 boys of different ages and acquirements thrown upon him, but he has the pecuniary liability, if the school does not cover expenses, and has to do his daily work under a constant anxiety about money. Further, the relation between the headmaster and the parents is reduced to that between a private schoolmaster and his employers; it is im-

Evils of farming system.

possible, under such circumstances, that the master can hold his own in determining the subjects to be learnt by the boy, in enforcing regular attendance, or even in weeding out immoral boys. If the position be compared for one moment with that of the headmaster of a board school, the advantages are all in favour of the elementary schoolmaster; the latter has a board with an unlimited purse to fall back upon, good buildings, good apparatus supplied by the board, trained teachers under him, and a freedom from pecuniary liability. The headmaster of a small endowed school on the contrary lives in a fever of anxiety as to whether the school will go up or down next term, his buildings are often old-fashioned, with sanitary arrangements of the rudest periods, his very blackboards are often got at his own expense, and if he has any staff at all, he has either to sacrifice his own salary to get a decent colleague, or has to put up with an inferior kind of student teacher.

In more than one Lancashire school, the headmaster inquired of me, "Is anything going to be done, or had I better go back to "be an assistant master?"

Improvement in type of master.

Nor is the type of man who takes one of these small headships at all the old, sleepy, perhaps self-indulgent type that existed 40 years ago: without exception the men I saw were honestly trying to do their duty under great disadvantages; the boys were generally in good discipline, and the work, as far as it went, sound and serviceable. The masters had often been assistants in good schools, nearly all graduates, some also certificated.

When I mentioned to governors the evils of the "farming" system, I was told that at the last election there were hundreds of applicants, and would be again to-morrow, and that if the scheme was really acted on, and the fixed salary and a capitation fee paid, the trust would be bankrupt and the school shut up. This is perhaps true, but if so, it had better be shut up than that the school should be carried on out of the headmaster's pocket. The sooner the fact is established that the endowment is not enough to carry on the school, the better: otherwise a false idea is created that the county is provided with Secondary Education by a network of endowed schools and that no further help is needed.

Either the existing smaller grammar schools must be provided with proper staff and teaching equipments, or they had better be swept away and replaced by higher grade board schools. Under existing conditions the competition between the two is as unequal as that between Nelson's "Victory" and an ironclad.

Want of periodical inspection.

The financial difficulty in which so many of the smaller grammar schools are suggests the idea that the governing bodies are not aware of how they stand each year in the working of the school as a commercial transaction. The form in which the accounts are required by the Charity Commissioners is not such as to show, at any rate to an ordinary governor, how the affairs

of the trust stand: nor are they always accurately supplied by the clerks of the trust. In one case a copy of the accounts of an important school, supplied me by the courtesy of the Charity Commission, contained on the face of it several numerical inaccuracies. It is desirable also that when there is more than one school under the same trust, as at St. Helens and Great Crosby, the accounts of each school be kept separate. In the matter of accounts the closer presence of a controlling body is evidently needed.

The social difficulty arising from the mixture of classes is more felt in one place than another; in some towns, as at Bury, boys of all classes sit without friction on the same benches; in others, as at Wigan, the entrance of the one class drives out the other. Here is a question which requires local judgment, but in cases where there is a serious difficulty, it may be dealt with by the opening of second and third grade departments under the same headmaster.

The question of curriculum was not included in the subjects submitted to me for inquiry, and I have only dealt with it incidentally as it bore on questions of interference or deficiency. But my inspection of the smaller grammar schools impresses me with the fact that some of the subjects most required, in those schools, are such as cannot be taught adequately without good accommodation and proper apparatus. The old grammar-school master, who taught Latin and Greek, and perhaps mathematics, required no apparatus, no laboratory, no workshop, no change of room, all could be done in one large room, and there were no subsidiary expenses. Now much more is required, both on intellectual and sanitary grounds, and it is no longer reasonable to suppose that at the low fees of 4*l.* or four guineas a year, a modern education can be given. It is reasonable that the incomes of the endowed schools should be supplemented by capitation grants to cover the extra expense of the new learning.

From this I submit that—

(1.) The Secondary Education of the county is not sufficiently provided with local secondary schools in the existing endowed schools.

(2.) That it is not sufficient for the original plant to be provided, but a power must be given to some local authority to raise money to assist current expenditure, where the endowments are insufficient.

(3.) That it is inexpedient to multiply boarding schools in close proximity to one another.

(4.) That in certain cases it may be advisable to establish schools with two departments of different grades under the same headmaster.

(5.) That the provision for science teaching and manual instruction is very deficient in the smaller schools.

(6.) That the sanitary arrangements in the schools which have not been rebuilt are often bad and require periodical inspection.

(7.) That where there is more than one school under the same trust the accounts of each school should be kept separate.

(8.) That close and frequent inspection is necessary to ensure that schemes are carried out in their integrity.

(9.) That the system of making the headmaster "farm" the fees prevails in many of the smaller endowments.

(10.) That the school accounts require annual inspection supplemented by personal visits by the inspector.

(11.) That education, such as it is desirable should be within reach of the lower, middle, and higher artisan classes, cannot be supplied at the fees which those classes are able and willing to pay, except where the endowments are very large.

(12.) That a grant in aid from either local or imperial sources is absolutely necessary to the adequate working of existing endowed schools.

APPENDIX C.

TABLE showing the NUMBER of BOYS or GIRLS passing the UNIVERSITY EXAMINATIONS, December 1893 and Midsummer 1894, from SCHOOLS in the HUNDREDS of SALFORD and WEST DERBY.

BOYS.

Boys.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Ashton-under-Lyne:																							
Stamford School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1
Bury:																							
Bury Grammar School	4	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	5
Bolton and district:																							
Bolton Church Institute	–	–	–	1	–	1	–	2	1	10	–	–	–	–	–	–	–	–	–	–	–	–	15
Bolton Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	2
Bolton High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	1	5	7
Rivington Grammar Sch.	–	–	–	–	–	–	–	1	2	1	–	–	–	–	–	–	–	–	–	–	–	–	4
Farnworth Grammar Sch.	–	–	–	–	–	1	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	2
Didsbury:																							
Albert Park School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Liverpool and district:																							
Liverpool Institute	–	–	2	1	2	8	4	4	9	35	1	–	–	–	–	–	–	–	–	–	–	–	66
Liverpool College	13	21	–	–	–	6	5	2	1	25	2	1	–	1	2	–	1	–	–	–	–	–	79
St. Francos Xavier's Coll.	–	–	–	–	–	3	2	3	–	13	–	–	–	–	–	–	–	–	–	–	–	–	21

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Boys.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Liverpool and district—*cont.*																							
Prince's Road School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	1	4	6
Parkfield School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	4	–	–	–	–	5
Stanley College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Warbreck College, Aintree	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	2	3
Oakes Institute, Walton	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	1	3	15	21
Bootle College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	1
Marlborough College, Tue Brook.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	6	9
Osborne House, Freshfield	–	–	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–	2
Huyton Collegiate School	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Merchant Taylors, Crosby	–	–	1	2	1	12	1	3	1	21	–	–	–	–	–	–	–	–	–	–	–	–	42
Waterloo High School	–	–	–	–	–	–	3	2	–	7	–	–	1	1	2	1	1	5	–	–	–	–	23
Waterloo College	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	2	–	–	–	1	4
Cambridge Ho., Seaforth	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Formby High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Manchester and district:—																							
Grammar School	–	70	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	1	–	–	–	–	72

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Boys	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Manchester, &c.—*cont.*																							
M. Hulme Gr. School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1	2
St. Bede's College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	1	12	6	21
Catholic Coll. Institute	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	5	7
Greenheys Coll. School	–	–	–	–	–	–	–	1	–	1	–	–	–	–	–	–	–	–	–	–	–	–	2
Rhodes House School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	6	6
Holly Bank School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Broughton Sch., Higher Broughton.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Camp St. School, Higher Broughton.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2	4
Laurel Bank Sch., Higher Broughton.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	2
Norman Rd. Sch. Rusholme	–	–	–	–	–	–	–	1	2	1	–	–	–	–	–	–	–	–	–	–	–	1	1
43, Walmer Street School, Rusholme.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	13	13
Moravian School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Pendleton High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–
Longsight Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Boys.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Manchester, &c.—*cont.*																							
Eccles Grammar School	–	–	–	–	–	–	–	–	–	5	–	–	–	–	–	–	–	–	–	3	5	22	35
Eccles Commercial School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Chorlton High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	11	13
Urmston Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	3
Middleton:																							
Middleton Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Oldham:																							
Werneth Academy	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4	4
Brighton House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Blue Coat School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Ormskirk:																							
Ormskirk Grammar School	–	–	–	–	–	–	–	–	–	4	–	–	–	–	–	–	–	–	–	–	6	15	25
Prescot																							
Prescot Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	–	–	–	3
Rochdale:																							
Rochdale Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2	4
Collegiate School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	2	–	–	4

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Boys.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
St. Helens:																							
Cowley School	–	–	–	–	–	–	–	–	–	–	–	–	–	1	5	–	3	6	–	–	3	12	30
Southport:																							
University School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1	2	1	–	11	17	33
Bickerton House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	2	3	–	–	–	16	22
Sandringham School	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	1
Southport Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	2
Middle Class School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	–	–	–	–	2
Clive House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	2
Southport College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1
29, Houghton Road, S.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Warrington:																							
Warrington Gr. School	–	–	–	2	1	2	–	3	–	8	–	–	–	–	–	–	–	–	–	–	–	–	16
Wigan and district:																							
Wigan Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1	4	–	–	–	–	6
Wigan High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	–	5	–	–	–	–	7
Cambridge House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	2

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Boys.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Wigan and district—*cont.*																							
Hindley Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4	1	5
Leigh Grammar School	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	3	–	–	–	–	4
Upholland Gr. School	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	4	–	–	–	–	5
Widnes:																							
Farnworth	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	1	6	20	30
Total (Boys)	16	91	3	6	4	33	15	22	16	137	3	1	1	6	12	4	12	56	8	8	67	207	728
GIRLS.																							
Ashton-under-Lyne:																							
Ewelle House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	9	9
Bolton and district:																							
Church Institute	–	–	–	1	–	4	–	4	–	4	–	–	–	–	–	–	–	–	–	–	–	–	13
Bolton High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Sunny Bank School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1
Henry Street School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Farnworth High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	3

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Bury:																							
Bury High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	2	3	–	–	–	–	6
Didsbury:																							
Deighton Villa School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4	4
Collegiate High School	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	6	9	16
Liverpool and district:																							
Liverpool College	7	7	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	14
Liverpool Institute	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1	3	3	–	–	–	–	8
East Liverpool High Sch.	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1	1	–	–	–	–	3
Windsor High School	–	–	–	–	–	1	–	–	–	1	–	1	2	1	1	1	1	1	–	–	3	10	23
Bedford College	–	–	–	–	–	–	–	–	–	–	–	–	–	6	–	1	1	2	–	–	–	3	13
51, Hope Street, School	–	–	–	–	1	1	–	1	–	1	–	–	–	–	–	–	–	–	–	–	–	–	4
Norwood House, Newsham Park.	–	–	–	–	–	1	–	–	–	4	–	–	–	–	–	–	–	–	–	–	–	3	8
Girton House, Sheil Road	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	3
Kynerton, Ullet Road	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	1	2
Avondale, Croxteth Road	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	2	4
Claremont College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Pennant School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Liverpool—*cont.*																							
Tue Brook High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Stanley College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Anfield College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	3
221, Upper Parliament Street, School.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Royal Street Institute	–	–	–	–	–	–	–	–	–	–	–	–	–	–		–	–	–	–	–	–	1	1
Richmond House, Breck Road.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Moravian Ladies, Fairfield.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	5	5
Merchant Taylors, Crosby	–	–	–	1	2	4	–	–	–	8	–	–	–	–	–	–	–	–	–	–	–	10	25
Sandholm, Waterloo	–	–	–	–	1	8	–	2	–	6	–	–	–	–	–	–	–	–	–	–	–	–	17
1, Adelaide Terrace, Waterloo.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Riverstead, Waterloo	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Sea Holm, Waterloo	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Rutland House, Blundellsands.	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Beaconholme, Formby	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Liverpool—*cont.*																							
High School, Formby	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Girls' College, Formby	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	1	3
High School, Bootle	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	2
19, St. Catherine Road, Bootle.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1
Newlands, Bootle	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	3
Montpelier School, Bootle	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Carisbrook College, Walton.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
High School, Walton	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	5	6
Bank House School, Seaforth.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Grassendale School	1	3	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4
Summerfield, Litherland	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Holly House, Stoneycroft	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	1	–	3	–	–	–	–	5
36, Balmoral Road, Fairfield.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Eldon House	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1	1	–	–	–	–	–	3

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Manchester and district:																							
Loretto Convent School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	–	2
Portland Street High Sch.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	6	7
Park School, Higher Broughton.	–	–	–	–	–	–	–	–	–	–	1	–	1	1	–	–	–	2	–	–	1	5	11
Camp Street School, Higher Broughton.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Ladies' High School, Higher Broughton.	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	4	–	–	–	–	6
3, Montagu Terrace, Higher Broughton.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	12	12
Aucklands, Lower Park Road.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	–	–	–	3
Park House School, Peel Causeway.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1
Lytham House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
43, Walmer St., Rusholme	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1
Airlie, Withington	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	1
Norwood, Withington	–	–	–	–	–	–	–	–	–	2	–	–	–	–	–	–	–	–	–	–	–	2	4
Saxenholme, Whalley Range.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued*.

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Manchester, &c.—*cont.*																							
Southolme High School, Whalley Range.	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	3	–	–	1	–	5
Derwent House, Whalley Range.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1
Whalley Range College	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1
Hawsend, Levenshulme	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Elms, Patricoft	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Commercial School, Eccles	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Victoria School, Eccles	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	4	4
Beech House, Eccles	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1	2
Carlton House, Eccles	–	–	–	–	–	–	–	–	–	1	–	–	–	1	–	–	–	–	–	–	–	–	2
Rockville, Chorlton-cum-Hardy.	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	1
Whitelaw House, Chorlton-cum-Hardy.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1
Elmswood Coll., Stratford	–	–	–	–	–	–	–	–	–	–	–	–	2	1	–	–	–	–	–	–	–	3	6
Moss House Sch. Whitefield	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	3	–	–	1	1	6
Newton-le-Willows:																							
Ladies' School, Golborn	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Oldham:																							
Miss Rhodes' School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	2
Miss Fell's School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	2
Prestwich:																							
Prestwich High School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1
Thorndale	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Rochdale:																							
3, Grove Terrace	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	–	–	–	–	1
Summercastle House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1
Central Board School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	1
St. Helens:																							
Cowley School	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	–	6	–	–	4	21	33
Southport:																							
Brighthelmstone	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	1	1	1	–	–	2	2	10
Lansdowne House	–	–	–	–	–	–	–	–	–	–	–	–	–	3	–	1	–	1	–	–	–	3	8
Glenham House	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	–	–	–	3	4
Wintersdorf	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	7	–	–	–	–	8

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II	Cl III	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Southport—*cont.*																							
Westlands	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	1
Malvern House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	2	–	–	–	1	4
Saxenholme	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	–	–	1
Mount Eyrie	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	–	2
Scarisbrick House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1	2
Eversley House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	2	4
Eagley Bank	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	–	1
Brentwood	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	2	3
Clarendon House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1
Lulworth Lodge	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	4	5
Glengarry	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	3	3
Higher Grade School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Warrington:																							
St. Elphin's Clergy Daughters.	–	–	–	–	2	5	–	–	1	5	–	–	–	–	–	–	–	–	–	–	–	–	13
23, Wilson Patten Street	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Hamilton House School	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2

APPENDIX C.—Table showing the Number of Boys or Girls passing the University Examinations, &c.—*continued.*

Girls.	Oxford and Cambridge Joint Board.		Oxford Local Seniors.				Oxford Local Juniors.				Cambridge Local Seniors.				Cambridge Local Juniors.				College of Preceptors.				Total.
	Higher Certs.	Lower Certs.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I.	Cl. II.	Cl. III.	Pass.	Cl. I. Hons.	Cl. I. Pass.	Cl. II.	Cl. III.	
Warrington—*cont.*																							
Ash Cottage, Penketh	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
New Road School, Lower Wolton.	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Wigan:																							
Wigan High School	–	–	–	–	–	–	–	–	–	–	–	–	–	1	–	–	–	1	–	–	–	–	2
Church High School	–	–	–	–	–	–	–	–	–	–	–	–	–	2	–	–	–	6	–	–	–	2	10
Malvern House	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	2	2
Ladies' School, Leigh	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	–	1	1
Total (Girls)	8	10	–	2	6	27	–	7	3	36	1	7	5	25	2	8	15	69	1	–	31	192	455

Analysis of Schools.

—	Endowed.	Proprietary.	Private.	Higher Grade.	Total.
Boys	18	6	45	1	70
Girls	2	8	97	2	109

APPENDIX D.

The object of the following tables is to compare in schools of different types the per-centage of the weekly time which is assigned to the four branches of education:—

1. Literary, including all languages, literature, history, geography, reading, and writing.
2. Scientific, including arithmetic, mathematics, physical science, and applied drawing.
3. Technical, including manual instruction, needlework, shorthand, book-keeping, type writing, and cooking.
4. Artistic, including artistic drawing, and music.

The form selected has not always been the highest form in the school, but the highest form which is not specialised; in many cases the form next to the highest, has been selected.

Where a school has two sides, the times of both classical and modern sides are given.

The times given to religious knowledge and to physical exercises have been left out of count.

I.—TABLE of PER-CENTAGES of WEEKLY TIME assigned at GRAMMAR SCHOOLS to LITERARY, SCIENTIFIC, TECHNICAL, and ARTISTIC SUBJECTS.

Boys.			Literary.	Scientific.	Technical.	Artistic.
Manchester Grammar School.	Classical side		65·3	21·7	—	13·
	Modern side		56·6	30·4	—	13·
	University Specialists.	Science or mathematics.	26·	74·	—	—
		Matriculation	58·3	41·7	—	—
Merchant Taylors, Great Crosby		Classical	73·3	26·7	—	—
		Modern	60·	40·	—	—
Warrington			59·4	35·6	—	5·
Hulme Grammar School, Manchester			43·7	45·8	—	10·5
Bolton			57·5	24·2	—	8·3
Ormskirk			50·	34·6	7·7	7·7
Middleton			64·	20·	8·	8·
Hindley and Abram			52·8	28·2	11·4	7·6
Leigh			42·3	34·7	11·5	11·5
Ashton-in-Makerfield	Classical		51·5	37·5	—	11·
	Commercial		31·5	37·5	20·	11·

TABLE of PER-CENTAGES of WEEKLY TIME assigned at PROPRIETARY SCHOOLS.

——	Literary.	Scientific.	Technical.	Artistic.
Liverpool College, Upper (Classical)	74·2	25·8	—	—
Liverpool College, Upper (Modern)	54·2	41·9	—	3·2
Liverpool College, Middle	45·2	51·6	—	3·2
Liverpool College, Commercial	35·6	58·0	—	6·4
Liverpool Institute, Higher	62·	38·0	—	—
Liverpool Institute, Commercial	43·3	50·0	—	6·7
St. Francis Xavier's College	67·2	30·8	—	2·0
Catholic Collegiate Institute	43·3	28·3	21·7	6·7

II.—Table of Per-centages of Weekly Times at Girls' High Schools assigned to Literary, Scientific, Technical, and Artistic Subjects.

Girls.	Literary.	Scientific.	Technical.	Artistic.
Manchester Higher School { Form II.	56·2	43·8	—	—
Manchester Higher School { „ III.	56·8	21·6	16·2	5·4
East Liverpool G. P. D. S. School	60·	30·	—	10·
Liverpool College	49·8	30·4	9·7	10·5
Liverpool Institute	52·4	36·5	—	11·0
Warrington Clergy Daughters School	43·8	28·2	6·2	21·6
Bury Higher School	51·9	29·9	—	18·2
Bolton Higher School	58·6	30·0	—	11·4

III.—Table of Per-centages of Weekly Times assigned at Higher Grade Board Schools to Literary, Scientific, Technical, and Artistic Subjects in June 1894.

—	Literary.	Scientific.	Technical.	Artistic.
Bolton, Clarence Street School { 1st year	15·4	78·6	6·6	4·4
Bolton, Clarence Street School { 2nd „	13·1	75·9	6·6	4·4
Liverpool, Brae Street School { 1st year	28·5	44·6	12·1	14·8
Liverpool, Brae Street School { 2nd „	28·5	52·0	12·1	7·4
Manchester, Central Deansgate School. { Boys, 1st year	18·6	60·8	10·3	10·3
Manchester, Central Deansgate School. { „ 2nd „	15·3	64·3	10·2	10·2
Manchester, Ducie Street School { 1st year	14·3	59·5	14·3	11·9
Manchester, Ducie Street School { 2nd „	14·0	60·4	14·0	11·6
Oldham, Waterloo Street School { 1st year	17·8	68·4	6·2	7·6
Oldham, Waterloo Street School { 2nd „	14·5	69·8	6·2	9·5
Rochdale { Boys (May–Oct.)	51·1	35·6	—	13·3
Rochdale { Girls (May–Oct.)	41·6	31·8	13·7	11·9
Rochdale { Full Scientific Course (Oct.–May)	2·2	76·4	—	21·4
Rochdale { Boys Alternative Course (Oct.–May).	19·2	59·4	—	21·4
Rochdale { Girls Alternative Course (Oct.–May).	23·0	51·2	4·4	21·4
Manchester, Girls' Science, 1st year	17·5	66·	6·2	10·3
Central, Deansgate, Science, 2nd year	12·4	71·1	6·2	10·3
Girls, Commercial Side	42·1	15·8	26·3	15·8

IV.—Table of Per-centages of Weekly Time assigned at Day Technical Schools.

	Literary.	Scientific.	Technical.	Artistic.
Manchester, Manual Technical	19·35	38·7	22·6	19·35
Stockport, Day Technical — 1st year	16·4	47·3	22·7	13·6
Stockport, Day Technical — 2nd „ (boys)	8·1	64·0	22·5	5·4
Stockport, Day Technical — 2nd „ (girls)	13·5	47·8	33·3	5·4

V.—Table of Per-centages of Weekly Time assigned at Private Schools.

	Literary.	Scientific.	Technical.	Artistic.
A. (boys)	47·5	38·6	—	13·9
B. „	34·2	46·6	8·2	11·0
C. „	46·3	35·5	6·0	12·2
D. „	55·2	34·7	4·3	5·8
E. „	48·2	24·1	20·7	7·0
F. „	53·8	30·8	7·7	7·7
G. „	58·5	26·7	7·4	7·4
H. (girls)	64·2	18·5	—	17·3
K. „	63·7	26·3	—	10·0
L. „	60·9	17·4	—	21·7
M. „	75·6	15·7	—	8·7
N. „	56·2	27·7	—	16·1

PART II.

SECTION I.

Higher Grade Board and Voluntary Schools.

Before the subject of "overlapping" can be discussed, it is necessary to make clear what the higher grade schools really are, which, as we have seen in Manchester and elsewhere, are accused of undertaking work which was not intended to be undertaken by schools established under the Elementary Education Act.

Classification of higher grade schools.

The higher grade schools in Lancashire are of two kinds :—

1. Those charging a higher fee, 9*d.* or 1*s.* a week, and introducing specific subjects earlier, and, perhaps, doing a greater number of subjects than in an ordinary elementary school, but not aiming at keeping the boys or girls after they have passed the Seventh Standard; these schools often take a high sounding title, as the Peoples' College,* at Warrington, which is educating 1,000 children. Such schools have no claim to be secondary schools at all, and only so far come in the scope of this inquiry, that in many cases, as I was informed in many places, parents who can well afford to send their children to the secondary school of their town, either really believe that they are getting for their children at such schools adequate Secondary Education, or are satisfied with the feeling that their children are going to a school of a grade *socially* higher than the ordinary elementary school.
2. Those providing a course of instruction for two years after the boys or girls have passed the Seventh Standard, that is in ordinary cases between the ages of 13 and 15.

Schools under the second head may be sub-divided into two sorts :—

(*a.*) Where candidates are presented in South Kensington subjects, but where the school is not made an organised science school; such was the Rochdale School at the time of my visit;

(*b.*) Where an organised school, under the Science and Art Department is formed; such are the Central School at Manchester, the Brae Street School at Liverpool, and others.

Both (*a.*) and (*b.*) must be included in any scheme for the co-ordination of agencies for Secondary Education.

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* *See* p. 171.

The offices they fulfil are as follows:—

1. They carry on for two years the education of boys and girls, who leave school at 15.
2. They serve as a preparatory school for the technical school of the town, to which the students may be admitted at 15.
3. They prepare singularly able children to compete for entrance scholarships into the local secondary school.
4. In comparatively rare cases they carry on the education of the boys to the matriculation at the local university college, or for London University.

From the tables given of the destinations of those leaving the schools (Central School, Manchester, p. 131, and Rochdale, p. 155), it is clear that the great majority at present come under (1), and leave for business at 15 or earlier, to become clerks, &c.; students leaving for the technical school, secondary school, or university colleges, form a small minority of each school generation.

How far the training given is the most suitable to these four objects depends on the curriculum of the school, and at present on the bias of the headmaster.

Defective curriculum.

The only direct income of these schools is from grants from the Science and Art Department, and hence it is only natural that such subjects as can only earn grants should receive the largest share of time and attention. The subjects which do not earn grants are neither inspected nor examined; they are placed in exactly the position of religious knowledge in elementary schools where there is no board or diocesan inspector in that subject. A liberal and enlightened headmaster tries to do his duty by these literary subjects; and under such men as Mr. Scotson, of Manchester, and Mr. Thornton, of Bolton, efforts are made to fight against the inevitable; but as a matter of fact, subjects which are neither inspected nor examined, nor paid for, must go to the wall.

To show the variety of the time assigned to different groups, I obtained on my visits the time tables of six important schools.

In Appendix D. III. (p. 207), I have given the hours devoted to each group of subjects per week, literary, scientific, technical, artistic. In the case of some schools there are two different time tables, one for the six months preceding the South Kensington examination, practically ignoring all literary subjects, and one for the other six months, giving them prominence: in such cases (as Rochdale) I have given both time tables; in others there are alternative courses, for a literary and either a scientific or commercial side; in such cases (as Oldham) I have given both the time table of a boy who takes all the language classes possible and another of a boy who goes to the other extreme.

In this table I have omitted the time given to religious knowledge and drill, and represented the whole of the rest of time as 100.

I have then calculated the per-centage of time given to the following groups of subjects:—

1. Literary: including English literature and composition, French, Latin, history, and geography.
2. Scientific and mathematical: including arithmetic, Euclid, algebra, trigonometry, chemistry, mechanics, heat, sound, light, electricity and magnetism, physiology, practical plane and solid geometry, machine construction, and mechanical drawing.
3. Technical: including book-keeping, shorthand, needlework and manual instruction in wood and iron.
4. Art: including freehand and model drawing and music.

The extraordinary variety of the time table is thus made apparent:—

Group (1)	varies from	2·2	to	53·9	per cent.	
Group (2)	„	„	18·4	„	78·6	„ „
Group (3)	„	„	0	„	29·9	„ „
Group (4)	„	„	4·4	„	21·4	„ „

To consider the suitability of the curriculum to the purposes of the school, we must consider the four classes for whom the school is intended—

1. For those leaving school for business at 15. For such pupils it is desirable that, besides a knowledge of some science and of the technical subjects of book-keeping and shorthand, the boys and girls should have a thorough mastery of at least their own language, and, if possible, one other language. Can this be expected where the time allowed to literary work, as in half the time tables analysed, falls short of 20 per cent?
2. For those preparing to join the technical school. For this class most of the time tables are well adapted, except that arithmetic and mensuration, not being grant-earning subjects, do not get the special time that they deserve; while such axiliaries as shorthand, type-writing, and book-keeping are impossible.
3. For those preparing to compete for scholarships at endowed or other elementary schools.

At present boys competing for a scholarship must, as a rule, be under 13,* but if the curriculum of the language side of these schools be somewhat changed, to give greater time to languages, it would be quite possible that boys up to 15 should be allowed to compete, and yet be received without difficulty into a higher secondary course.†

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* See regulations as to election of scholars, Manchester Grammar School.

† See further in Section II., Overlapping.

That it is not impossible for a higher grade school to lay itself out for sending scholars to a first grade endowed school and thence to the university, is shown by the case of the Christ Church School, Salford. *See* p. 132.

The following conclusions result from these considerations:—

1. That the ex-seventh portion of the higher grade board school must be recognised as part of the secondary system, and the annexed standard school as a preparatory to it.
2. That it is desirable that the county or provincial local authority should have the same control over the higher grade school as it has over the endowed schools, the school board acting as the governing body.
3. That at present the curriculum is too much affected by the necessity of grant-earning.
4. That the literary, as well as the scientific, subjects ought to be able to obtain grants, either from Imperial sources or from rates.

Co-ordination of higher grade schools.

How then are these conclusions to be carried out? If there were a *tabula rasa* to be dealt with, it would be comparatively simple to make all grants for Secondary Education, whether capitation grants or on results of examinations, come from a Secondary Education office, certified by the local county authority. But we have the fact that the Science and Art Department already deals not only with the science and art of the higher grade schools, but with the drawing of the elementary. Assuming (1) that this Department is not equipped to take charge of the literary side of the work of these schools, (2) that the Science and Art Department is to continue to deal with the science and art side, how is provision to be made for the adequate inspection and recognition by grant of the rest of the work of the school? In considering this problem it must not be left out of sight that this instruction will have to be given in buildings already inspected by the inspectors of the Elementary Education Department as far as the Seventh Standard, and by the inspectors of the Science and Art Department, as regards the drawing and manual work of the children in the standards, and the science and art of the ex-standards. It is not, then, impossible in practice for inspectors of two different Departments to visit particular classes in the same building, without friction between the Departments.

I submit that (1) the existing system of inspection and grants, under the Science and Art Department, should continue as before. (2) That the inspector, appointed by the Central London Authority on Secondary Education, and acting in conjunction with the county authority, should undertake the inspection of the literary side of the higher grade or board secondary schools.* (3.) That grants, whether by capitation or

† I learn (Sept. 1894) that the Science and Art Department are proposing to examine the literary side also.

by passes, be made for these subjects, and that this grant be obtained from the Secondary Education Department, regulated and certified by the county or provincial authority.

The county or provincial board would receive from its inspector a full report of what work is done in each higher grade school, and would thus be able to judge how far it supplies the need of a third grade secondary school. Its control over the school board would be no more than its control over a proprietary or private school; it would step in as the general authority for registering any secondary school, and the board secondary school would have to be so recognised as much as any other. The grants obtainable on the literary work would be withdrawn, if the regulations of the county board were not adhered to—or registration would be refused, in the very improbable case of the schools being insanitary, or the teaching inadequate.

It has been assumed here that elementary education will remain in the same hands as at present; if the whole of education, elementary, secondary, and technical, be placed under one local educational board, controlled by one central office in London, great simplicity would be gained; but it is out of place here to discuss a proposal involving changes of such variety and magnitude.

Higher grade schoolmasters.

Whether for third grade secondary, or for higher elementary schools, the class of teacher that is wanted is one that combines the good characteristics of both the endowed and the elementary school teacher. One secondary school headmaster spoke most warmly of the excellent work done by certificated masters with London University degrees; but he pointed out two faults of which a sensible man cured himself in a short time, but which a public school or resident university training would have prevented: (1) a want of tact in dealing with the older boys, leading to irritation in boys otherwise most docile; and (2) an idea that there is nothing more to be learnt by themselves in the subjects which they teach. Both these "*idola tribus*" arise from narrowness of horizon, from want of mixing as boys and as men with those who have been educated on other lines.

In conclusion, one fact pressed itself very strongly on me during my visit—the gulf which at present separates the endowed school and board secondary school masters and mistresses.

If there is to be a connexion between these schools, there must also be a closer interchange of ideas between the teachers, socially and intellectually.

If some of the masters in the higher grade board schools can be men not only qualified as certificated masters, but also conversant by personal experience with public schools and college life, and further, if more of the assistant masters who will rise afterwards to be headmasters can have had some experience of a resident university, then the introduction of a less one-sided

curriculum will be greatly facilitated; and the difficulty of suitable candidates for entrance scholarships for endowed schools will be ensured by that public spirit and *esprit de corps*, which now supplies candidates from the lesser endowed schools into the great public schools.

Another result would be the introduction of more of the elements of public school life into the schools. I heard several headmasters speaking of organising football and cricket clubs for Saturdays;* and others spoke of their intention to increase the common school feeling and school life: but in general, the afternoon stroke of the clock puts an end to school life and the body corporate ceases to exist till it strikes nine next day. The Arnold of board secondary schools is yet to come; there is no more important, no more pressing, no nobler work to be done by a rising Arnold to-day than to show by striking example how the public school feeling can be combined with higher grade work.

Section II.

Overlapping of Agencies.

Grading of schools.

The Schools Inquiry Commission divided secondary schools into three grades, by the age up to which pupils habitually stayed at school, up to 19, up to 17, and up to 15; and, however much circumstances have changed since then, the main distinctions between schools are still determined by age.

In each grade of school there are different types, according to the time devoted to different subjects; but the grade of the school depends on the head form, and the character of the head form depends on the age up to which they stop at school.

There is one cause of irregularity in this classification, in that however much schools may be graded by age, they are liable to variation within certain limits in grade according to the nature of the headmaster or headmistress for the time being.

Under an ordinary chief, the boys or girls leave at the usual time, they make no special effort to stay on, and the school is of the normal grade; but, under headmasters or headmistresses possessed of remarkable power of influencing his or her scholars, there will always be a chance that for the time being the school will work itself out of its rank.

The strong personal tie which connects boy or girl to the school depends mainly on the personal character of the head, and, whether 15 or 16 years be the limit, either by a clause in the scheme giving leave in special cases—or by special leave of the governing body—or by the institution of student-teachers, the limit will be set aside, and the third grade school will for a

* Notably the headmaster of the Waterloo Road School, Manchester, who is secretary of the Manchester and Salford Schools Athletic Association, numbering 1,000 players.

time become second grade, or the second grade be keeping scholars till they go to the university.

In addition to the three grades of schools, there is also the possibility of there being "preparatory" schools; these must be classified according to the grade of the school for which they prepare, and regarded as preparatory departments of the school they feed; thus the Greenbank* and day preparatory school at Liverpool may be taken as a preparatory first grade school for boys, or again the Lady Barn† preparatory mixed school at Manchester is a preparatory first grade school for boys and girls. Second grade schools, if they have a preparatory department, generally carry it on in the same building; take for instance the preparatory second grade school at Wigan, carried on at the grammar school, but serving both the grammar school for boys and the Church high school for girls;‡ but, among private schools, there are many preparatory second grade schools, in many cases mixed, and feeding both the second grade boys and second grade girls; such are the private schools in Liverpool, which feed both the college and institute commercial and the college and institute girls' schools.

We have seen that the first grade school carries on education, either directly or indirectly, by its allied preparatories, from the Kindergarten age to 19; the second grade in the same way to 17, with a few exceptional cases up to 18, under special restrictions; the third grade in the same way to 15, with a few exceptional cases up to 16, under special restrictions.

Types of schools of each grade.

It has also been seen in several places already§ that the higher grade board, or board secondary school (as distinguished from what may be called rather the pseudo-higher grade schools), must be recognised as a secondary school, and graded according to the age to which it keeps its pupils.

If, as in most cases, it provides a course of secondary instruction for two years, that is, in most cases from 13 years of age to 15, it is a third grade school; the fact that in special cases a few boys may be allowed to stop on, with a view to entering a technical school, or a local university college at 16, would not affect the general classification, any more than in the case of a second grade school in a country district would be altered in classification, because now and again a solitary boy stayed on with special leave to 18 or 19 to pass on to Oxford or Cambridge.

Third grade schools, then, consist of the following types:—

1. Third grade endowed schools.
2. Higher grade board schools.
3. Private schools, usually not attempting more than the third class College of Preceptors' examination.

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* *See* Liverpool, p. 143. † *See* Manchester, Mrs. Kitchener's report.
‡ *See* Wigan, p. 167. § *See also* Part II., Section I.

Second grade schools of the following types:—

1. Second grade endowed schools.
2. Middle schools for girls.
3. Private schools, sending in boys or girls for Oxford or Cambridge Locals, and higher classes of the College of Preceptors.
4. Board secondary schools, providing more than a two years' course.
5. Day schools at technical institutes.

First Grade:—

1. First grade endowed schools.
2. Girls' high schools, usually taking the Oxford and Cambridge Joint Board examination, and sending up students to the women's colleges.
3. University colleges, so far as students are received below the age of 17.
4. Girls' private schools of specially advanced type.

These types will be varied, according as the schools give special prominence to the classical, the modern, the scientific, the commercial, or the technical courses, and in some cases they may be more than one side, as, for instance, in a first grade school, a classical and a modern side; in a second grade, a classical and scientific; in a third grade and board secondary, a scientific and commercial; and in a technical institute school, a scientific and a technical. These variations are defined by the time table, and for this purpose in Appendix D. I have given the analysis of both sides in those schools in which there are more than one.

Of these varying types, there are instances in my district as follows. A star in each case indicates that the analysis of time table will be found in Appendix D.

Third Grade:—

1. Prescot Grammar School, and Ashton-in-Makerfield Commercial side.*
2. *Bolton, Clarence Street, and *Oldham, Waterloo Street.
3. Schools A., B., E., in Appendix D.

Second Grade:—

1. *Manchester Hulme School, Farnworth (Widnes), and *Leigh Grammar Schools.
2. Liverpool College, Grove Street, and *Institute, Blackburn House School, Farnworth High School, and the Cowley Girls' School.
3. Schools, F., G., H., K., in Appendix D.
4. *Deansgate, Manchester, and Albion, Ashton-under-Lyne.
5. *Manchester Manual School and *Stockport Technical School.

First Grade:—

1. *Manchester Grammar School, Liverpool College, Upper, and *Merchant Taylors', Great Crosby (Boys) (with classical and modern sides).

2. *Liverpool G. P. D. S. High Schools and *Manchester High School.
3. Owens College and Liverpool University College. (*See* p. 114, and p. 135.)
4. Ellerslie College, Manchester, and Wintersdorf, Southport.

Kinds of overlapping.

Having thus defined the grades and types of schools, I proceed to consider how far there is evidence that the different grades and different types in each grade are interfering with one another.

This overlapping may be of several kinds:—

1. If the education for boys or girls of a certain age, and requiring a certain type of education, is already adequately provided for to the full number required for the population of the district, and if then fresh institutions, providing education of the same grade and type are established in the district, there is one kind of overlapping, and, if in such a case, both the older and newer institutions draw money from public sources, whether endowments, public subscriptions, Imperial taxes, or local rates, there is a distinct waste of public money.
2. If a school of a lower grade, instead of providing for pupils requiring the education of its own type and grade, goes out of its way, by scholarships or otherwise, to attract or to retain pupils who would otherwise, to their own and the general benefit, take up the education of a school of higher grade, then there is a different kind of "overlapping," but not necessarily involving public waste.
3. If an institution of a higher grade, by scholarships or otherwise, goes out of its way to take away pupils from schools of a lower grade, at an earlier age than is expedient in the interests of the pupils themselves, there is a third kind of overlapping, but again not necessarily involving public waste.
4. If in a district there are institutes giving adequate education of a certain type, at fees covering all expenses, and, in the case of private venture schools, paying a reasonable profit, and if public institutes are set up in the district, giving the same type of education at lower fees, enabled to do so by public funds, then the interference is sometimes called "overlapping."

It will be considered separately whether each of these four kinds of interference, or "overlapping," exist to any extent in South Lancashire.

(1.) The first and most serious kind of "overlapping" does not appear to me to exist in the districts which were assigned to me.

In my chapter on the head of "Deficiency," I hope to show that as far as I was able to estimate, the number of boys and girls under secondary instruction, do not, even in the towns best provided with schools, reach, and in many cases fell far short of, the per-centage of the population estimated by the best educational authorities as the proper per-centage to be receiving secondary instruction.

There cannot then be "overlapping" in Secondary Education, taken as a whole; but it may be alleged that this does not prove that there is not overlapping as between grade and grade in particular districts; as, for instance, if two first grade boys' schools, or two high schools for girls, were started in the same non-county borough, or in the same quarter of a county borough.

A case of this sort that came under my notice was seen in the Bolton Church Institute and the Bolton Grammar School, institutions giving a similar education, neither of them full, and built within a stone's throw of one another.* Apart, however, from their unfortunate contiguity, there is plenty of margin in a town of the size of Bolton for two such parallel institutions.

The only type of educational establishment which is being so rapidly multiplied as to endanger overlapping of the first kind is the technical institute. Thus I have pointed out the proximity of the rising Technical Institute of Salford to that of Manchester; and similar cases occur in the administrative county of Lancashire, as for instance, between the non-county borough of Southport and the local board of Birkdale, and again between Wigan and Leigh.

(2.) The second class of "overlapping" is more freely asserted to exist, and is more difficult to prove or disprove.

It will be noticed that I have inserted a limiting clause "*to "their own and the general benefit.*" First, *to their benefit:* It would be "overlapping" if a boy or girl, who could have gone on to a first grade school, remained in a second or third grade school, if the boy or girl would have been fit, intellectually, socially, and pecuniarily, to profit by the education received; it is not "overlapping" to prevent a distinctly second-rate boy, of poor parents, from trying to win his way to the University, or a second-rate boy, who would make a good artisan, from joining the underpaid army of clerks. The headmasters of higher schools with whom I discussed the question assented to this limitation.

Secondly, *to the general benefit:* The case I am excluding by this limitation is as follows: Suppose a secondary board school induces 1,000 children to continue their education for two extra years, of whom not more than perhaps 10 per cent. would have gone on with their education, unless a school had been opened in the same buildings and under the same management—and

* *See* Bolton, p. 161.

suppose half of the 10 per cent. would have been benefitted by going to a higher grade school, and are now (despite loyal efforts to send them on) retained at the lower school by the parents, from pecuniary or other reasons—then the clause would apply: the interest of 950 children is more to the general benefit than that of the 50, and the latter must be subordinated to it.

Do, then, the higher grade schools overlap in this sense the endowed schools? There is no question that, owing to the efficiency of the elementary schools, a great many children who were intended, under the recommendation of the Endowed Schools Commissioners, to be educated in third grade schools, do not find their way to any endowed school. But this is mainly owing to the fact that third grade schools at low fees were never to any great extent started.

Where commercial schools with low fees exist, the supply of children from the elementary schools has not diminished.

Thus in Liverpool, the College Commercial School, in 1873, received 18 entries from elementary schools, in 1883, 31 entries, and in 1893, 53 entries; while the Institute Commercial School received 190 from elementary schools in the year 1884–85, and 189 in the year 1893–94, the entries from board schools having increased from 51 to 83, though the entries from non-board schools have gone down.

The higher grade board schools, inasmuch as they carry on the education for two years after Standard VII., are taking the place of the third grade schools, which were to have been provided in every town. That there are faults in their curriculum I have tried to show elsewhere (Section I.); but they are filling a place that was not provided for, and at any rate as regards those boys and girls whose education ends at 15, they are not overlapping, and the numbers over 15, even in Manchester, are small, and those over 16 sufficiently so to be negligible.

In towns where second grade schools are wanting as well as third grade, the higher grade board schools have naturally received many boys who would not otherwise have come to them. I have pointed out that at Oldham, where at present there are no secondary schools except the higher grade school and a few private schools, there are a large number of children of parents who can well afford to send their children to the new grammar schools when they are built.

It remains to consider whether the secondary board schools prevent the cleverer children—those who would otherwise have by scholarship or otherwise gone to the grammar schools—from doing so.

As a typical case, I have under "Manchester" gone fully into the figures relating to the entries to the Manchester Grammar School. I have tried to show that owing to the successes of the scholars at the chief board secondary schools, there has been a falling off of candidates for scholarships into the Grammar School, but that this has been compensated to a great extent

by increased competition from other elementary schools. The remedy seems to lie, not in ceasing to establish higher grade schools, but in the promotion of more cordial relations between the masters of the two grades of schools, so that the right boys in the higher grade school, capable of passing on to Oxford or Cambridge (which after all are not more than 3 per cent. of the scholars elected), may be picked out to compete.

Such boys, I think, can be selected; but if they cannot, and do unfortunately miss this chance in life, yet here is the case where the public interest steps in and declares that the interests of the many must not be sacrificed to that of the few.

It does not, however, appear to be impossible by recognising the higher grade schools as the third grade of secondary education, and, if possible, placing them under the same central control as the rest of that branch of education, to make it probable that the clever boys, of which there are not many, will be passed on. It has never been difficult to ensure the passing on of brilliant boys from the second grade grammar schools, and even the less known first grade schools, to compete for scholarships at the greater public schools; and it is a reflection on the character of the higher grade schoolmaster to assume that he will not be equally honest to the best interests of his boys, as far as he sees them.

The question of age at which scholars should be taken is a difficult one. I am inclined to think that scholars should be admitted at two different ages, one to be fixed at the age which is best from the point of view of the secondary school, say, 11 or 12 years of age, and the other at such an age as will give a remarkable boy, who has stayed on at the higher grade school, a further chance; say, 15 or 15½ years of age. This would be rendered more possible if the curriculum of higher grade schools were humanised (as I have recommended, Section I.), so that the boy of 15 had some knowledge of his own and other modern languages.

This is a matter of detail: the essential is to have the will to select the boy or girl, and no school board clerk or higher grade master in any district would admit that the "will" was wanting.

(3.) As regards the third form of "overlapping," the only possible places where it may occur in my district are in Manchester and Liverpool.

In Manchester (p. 114), in the early days of Owens College, there was some ground for the feeling; there is none now. In Liverpool (p. 135) the feeling does still exist, and will continue to do so, where scholars are taken by the University College at so early an age, and where the subjects of competition for entrance scholarships are general and not special

The "overlapping" is not more than can be easily guarded against by a good understanding between university and school authorities; but it is not a question that must ever be over-

looked where the age of entrance to the University College is as low as 15 (as it is in Liverpool) and 16 (as it is in Manchester).

If the University Colleges become parts of a State system and receive State aid, it may be necessary to fix the age of entrance to all such colleges at 16.

The line between the technological and industrial work to be taught at a technical institute, and the higher technical work, such as electrical and other engineering, which may form part of a University course, is not yet clearly marked, and some overlapping must take place in this respect. Here is a case for mutual arrangement. No technical institute can possibly cover the whole field of industrial work, and it must clearly be possible for the institute to recognise certain instruction as being given at the local university college, and for the college authorities to facilitate the attendance of the technical students at such institute.

(4.) The fourth case is the one in which the private schoolmasters appear as complainants. They allege that they are providing sufficient Secondary Education at a reasonable fee, and the rate-aided schools have been started, or are proposed to be started, at fees much below cost price, to give the same type of education which they are giving. There is a sense of disquietude amongst the whole profession in Lancashire, and the claims put forward are extraordinary. It is not asserted that a private schoolmaster might not set up a new school in any neighbourhood he pleased, or, indeed that a company might not start a proprietary school, but it is claimed that the State has no right to set up such a school. The claims imply that a monopoly has been granted, not to particular men, but to the whole profession of private teachers: and, if there were any reason in them, they would apply as much against endowed as against any other form of State-aided school. The Hulme trustees might not, according to this, use their increasing income in providing new schools for Manchester, Oldham, and Bury.

But private enterprise cannot be relied upon to provide Secondary Education where it does not pay; nor can the whole of the education of a town or district be left to the accidental supply of an ever-varying and in some cases evanescent list of private schools.* It is a national duty to put Secondary Education within the reach of every parent; and, to carry this out, it should be in the power of a local authority to supply the need of secondary schools, where they are deficient, and to raise money to meet the deficit in carrying on the school.

How far below cost price the new second grade schools may go is a different question. It is not desirable to make such schools free, but it is desirable that ratepayers should be able to obtain the instruction of their children in middle or second grade schools at fees of between 4*l.* and 5*l.* a year.

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* *See* Part II., Section III.

Section III.

Proprietary and Private Schools.

From the section on Endowed Schools, it will be seen that the boys now being educated in endowed schools is about 2,300, and the girls about 900, or rather more than one per 1,000 of the population. The endowed schools, then, alone, even if full, would provide but a small fraction of the requirements. The place, so far as it is supplied, has been filled by proprietary and private schools.

Proprietary Schools.

The lines which divide proprietary from endowed schools on the one hand, and from private schools on the other, are not sharply defined.

Public schools, taught in buildings vested in trustees and permanently devoted to education, such as the Liverpool College, Liverpool Institute, and the Bolton Church Schools, where the profits, if any, of one year are carried on to the next, do not practically differ from endowed schools, except that they are not carried on under an endowed school scheme and supervised by the Charity Commission.

On the other hand, a school carried on under a committee, and claiming to be a proprietary school, may after all be nothing but a private school in disguise, the venture being in reality that of the headmaster, and he practically unable to be dismissed by his committee.

Classification of proprietary schools.

Schools, therefore, which are nominally proprietary may therefore (*a*) be a perfectly philanthropic institution, making no return at all to those who have advanced money for site and buildings; (*b*) a company paying a fixed interest on sums advanced for site and building to debenture holders or shareholders, but employing surplus profits for public purposes; (*c*) a company paying interest varying with the annual profits; or (*d*) a thinly disguised private venture school.

Their value.

To these schools Lancashire is largely indebted. Without its great proprietary schools Liverpool would have had no public day schools; while Liverpool, Bury, Bolton, and Wigan owe their high schools for girls to private companies. The numbers of boys and girls together in schools well known to be proprietary are certainly more than those in endowed schools, the boys being somewhat less and the girls considerably more.

There is no doubt the promoters of these schools have been directed in the choice of locality by (1) the absence of endowment, and (2) the evidence of a local demand. In some cases the promoters have made a mistake, and have been unable to carry on their venture; thus the boys' college at Rochdale failed, and the loss which fell on local educationalists is still felt as an obstacle to any forward movement there, either for boys or girls.

The advantage of companies holding a large number of schools, such as the Girls' Public Day School Company and the Church Schools Company, is that a school can still be carried on at a loss, because the loss on one school is balanced by the gain on another in a more profitable neighbourhood. Thus a stability is given to what otherwise might appear a precarious venture.

The schools benefit, too, by the fact that, whether from purely philanthropic or less disinterested motives, the members of the school council take a more personal interest in the success of the school than the governors of an ordinary endowed school.

These schools provide second grade or first grade education, but there is a point where they cannot provide for the needs of a district; they cannot, unless assisted by public funds, provide a sufficiently cheap third and second grade education. The Liverpool schools have made the nearest approach to success in this effort with their commercial boys' and allied girls' schools, but they would never have been able to introduce the modern improvements without the grants from the city council.

In any future legislation care must be taken in no way to stop the good work that is being done by these schools; the results of public examinations coincide with those of my own inspection, in showing that the teaching is generally as good as in endowed schools, and in the case of girls' schools the salaries of mistresses are higher.

The action of the city council at Liverpool shows that they can be recognised as a step in the "ladder"; the weakness of the proprietary girls' schools is that they have not into them the scholarships out of elementary schools which are usually provided for in endowed schools schemes; this will be provided for if the new local authority gives scholarships not tenable at one particular school, but at such one of certain secondary schools as the successful candidate may choose, in the same way as the council of education in Liverpool has awarded its scholarships.

Grants towards the building of laboratories and workshops can only be made where buildings are permanently devoted to education, but loans of apparatus can be made, the apparatus remaining the property of the local authority. It is only by aids of this sort that the middle class proprietary schools with low fees can be carried on.

Private Schools.

Variation in quality.

In the limited time at my disposal, I have found it impossible to make anything like a house-to-house visitation of the private schools, and I can only give the general impression which those visits gave me which I was able to make. In each town I at least visited the private school best recognised by public opinion, and I also called upon other schools taken at hazard from the directory. In this way I saw the best type of schools, and I saw

others which require official inspection to make them fit for use. After the appointment of a lady Assistant Commissioner to my district, I took the boys' school in general in preference to the girls'; but I included types of all sorts.

In my inquiries I was received with great cordiality by many masters and mistresses; those who had been watching the tendency of educational changes were well aware that publicity cannot but help the private schoolmaster who has adequate buildings and is doing his duty. In other cases my advent was so totally unexpected that it was some time before I could get beyond the drawing-room in which I was usually incarcerated —and make my way over the buildings.

The object of my mission was often misunderstood. "Secondary Education," said one schoolmaster to me, "Sir, I am against all Secondary Education." "Why," I ventured to suggest, "what "are you teaching yourself?" and, like Monsieur Jourdain and his prose, my friend found that he had been unconsciously giving Secondary Education all his life.

Others knew perfectly well the objects of your Commission, and were on the defensive: "I know what you are come for, sir," said another schoolmaster, "to spy out arguments for "putting me down." "Well," I replied, "I am not sure you "are not right;" and after that he could not but show me over his school.

I found a great many signs that private schools are as a rule very transitory; a few good ones survive, and are remunerative to their owners; but the majority are of short duration.

Their short average life.

In Manchester, one schoolmaster quoted to me name after name of men who had started schools near him and had succumbed to competition or pecuniary difficulty. In Bootle, the secretary of the Technical Committee had occasion to send out circulars to the schools in the borough; he went by a list obtained in 1888, with some later additions, but he found that 10 out of 36 letters returned marked "Gone, no address;" and I can confirm the experience. I would select a school from the list in Slater's Directory of 1892 (and of 1894 for Manchester), but often on arrival at the place either I would find a new person in possession or the school shut up. The average life of the private schoolmaster is not worth many years' purchase.

Outside authorities were of opinion that what private schools survived were better schools than they used to be; but the Principal of Owens told me that less students came up from private schools than formerly.

Their classification.

There are a great variety of kinds of private schools:—

1. The large establishment, probably with some boarders, carried on on public school lines.
2. The smaller establishment, for backward or delicate boys, a mixture of the mental and physical sanatorium.
3. The school preparing boys for the public schools.

4. The kindergarten school of mixed boys and girls.
5. The school that has no particular aim, but exists only because the lady's husband has died, or the gentleman's proper venture in life has failed.

1. The boarding school is to be found at Southport, Waterloo, and along the sea-coast, while the day school type is more common in the larger cities. The buildings are in general good; often they have been built on purpose, in others two adjacent houses have been thrown into one and adapted to the purpose.

These schools generally send in boys for the College of Preceptors examination, and also for either Oxford or Cambridge examination. The west of the county seems to prefer Oxford; and the joint examination scheme invented by the Oxford delegacy, by which the school is both examined by the presiding examiner as a whole, and special boys entered for University certificates at the same time, seems to be popular. I came across three Oxford examiners in one day, presiding within a few miles of one another.

Such schools are well worthy of being recognised as part of the national Secondary Education. Occasionally these schools are able to try experiments which a public school might not venture to do; and it would be disastrous to progress if by too rigid systematization we destroy the chance of originality. Thus, in one school, I found the two top forms taught by the daughters of the headmaster with exceedingly good results, both as to discipline and public examinations; these ladies had both taught in girls' high schools before coming home to help their father. In another, a girls' school, an original method was being tried for the teaching of modern languages.

The curriculum is in general limited to the syllabus of the particular examination for which pupils are sent in. In boys' schools, however, there is nearly always some provision for teaching science, the accommodation varying from a good laboratory to a few, apparently unused, bottles in a locked cupboard.

There is a great desire among these schoolmasters that there should be some limit to the numbers entering the profession; hence they are prepared to accept registration both of teachers and of schools. They think, however, that if their schools are registered, they ought to get some State recognition; if, for instance, scholarships, are given by State aid, whether out of the residue money, or other sources, tenable in a secondary school, they consider that the holder of the scholarship ought to be allowed to choose the secondary school out of all those on the registration list, whether endowed, proprietary, or private. I was several times asked whether the inspector would be a local man, or a stranger of the same class as H.M. Inspectors of Elementary Schools; there was a decided preference for the latter, but specially for someone who knew about schools, not a "University professor." The payment of education rates to provide board secondary schools was an evident grievance;

"why," it was argued, "am I to pay rates to provide a school in "this town, which is to take the bread out of my own mouth?"

2. This class of schools differs from the other by the fact that it does not send in its boys for examination. One schoolmaster frankly told me that, whereas his friend, Mr. ——, kept up his connexion by the successes of his pupils, he kept up his school by the fact that the boys were *not* examined at all. These schools depend on the fact that there are some boys, chronically weak, or perhaps cripples, or perhaps merely thought invalids by over-indulgent parents, who are not to go to a big school, and for whom one of these nursing institutes is considered exactly suitable. The schoolmasters of this class are indifferent to any legislation; the supply of invalid boys and (they imply, if they do not say) of foolish parents will not be affected by legislation.

3. The preparatory schools are well built and well organised. Under "Liverpool" I have described the large day preparatory school under Mr. C. C. Cotterill. There are other good preparatory schools, both in Manchester and Liverpool. Such schools are independent of any local co-ordination of schools: they r and fall with the schools that they feed, and they depend more on the recommendation of the boarding-house masters of the great schools than they would on any inspector's or examiner's report.

4. The number of small kindergarten schools is legion; it would be most serviceable to have the certificate of the mistress liable to inspection. Further, if the teacher be competent, it does not follow that the school-room is adapted to its purpose. The house is generally an ordinary house in a row; the room to the right or left of the front door is kept as a private room, while a back sitting-room is devoted to the 14 or 15 little boys and girls.

The more efficient teachers of these schools greatly complain that they have no hold upon their children; I was asked whether, if schools are inspected, it would be compulsory on all schools to keep attendance registers, and whether parents not sending their children regularly to school would be as liable to prosecution as parents of children at elementary schools. Parents often send their children to an inferior private school, rather than to a board school, in order to avoid the compulsory clause. Irregularity of attendance is one of the great difficulties of the smaller endowed schools and of the weaker private schools; and that the mistresses are willing to risk diminished numbers in order to get compulsory attendance is a sign that they are trying to do the best they can for their children.

5 The last class, in which the master or mistress have been thrust by circumstances to a vocation for which they are eminently unsuited is doubtless dying out, but it is not yet extinct. To see the inside of such schools thoroughly, compulsory powers both of inspection and examination are necessary.

Almost anyone who sets up a school at a seaside place like Southport can get some pupils; there will always be well-meaning friends who will canvass for pupils to go to the new schools; in one case I was told that the principal had not previously been a schoolmaster, but he had had an accident and lost his memory; so his friends set him up as a schoolmaster.

From my observations I conclude—

1. That there are schools doing good work, and in some cases original work, which would not otherwise be done.
2. That the principals of the better schools are prepared to accept (1) inspection and (2) examination.
3. That such inspection and examination must be compulsory, at any rate, after a certain number of years, otherwise the worst type of schools will escape.
4. That any State recognition of registered schools that might be possible would be welcomed, even if it did not bring money with it.
5. That at present the competition of endowed and higher grade schools is already pressing upon the private schoolmaster, so that the average lifetime of a school is short.

At present the higher grade board schools do not teach the subjects which will enable a boy to qualify for the professions; but, as soon as they can do that, a schoolmaster told me, it will be all over with private schools. A man would be a bold man, another master said, who would start a new private school in these later days.

On the whole the schoolmasters were reasonable in what they said and in what they asked for; occasionally there came an outburst of indignation against State interference or State aid. "If private schools are to be closed," I was told, "let the "principals receive compensation; if not, it is simply a matter "of confiscation."

It would be one advantage of a controlling board of education, with some local knowledge that, if in any cases there were schools adapted to form the nucleus of an excellent public school, where owners were ready and willing to be taken over, the board might be empowered to do so.

A list of the private schools in my district sending in candidates for the Cambridge, Oxford, and Preceptors' examinations at Christmas, 1893, and Midsummer, 1894 will be found in Appendix C., p. 192.

Section IV.

Science and Art Department.

It has appeared in the section on Higher Grade Schools that the effect of the regulations of the Department, as they were at the time of my visit in June 1894, has not been satisfactory in the higher grade schools in Lancashire, whether they end in an organised science school or not. On this point I

have made inquiries of a considerable number of teachers, and on the whole I find considerable unanimity among them.

In the same way, as the absence of any central local authority empowered to originate secondary schools has led school boards to extend their work and start board secondary schools, so the absence of any Government Department able to make grants towards the establishment of secondary schools has forced the Science and Art Department to deal with day schools as well as evening classes. In both cases, as may be seen in almost every Lancashire town, good work has been done; but it does not follow that either the school boards or the Science and Art Department are the ideally best bodies for purposes for which they were not originally intended.

Examination unsuited to day schools.

The following points have been suggested to me by various teachers. The Science and Art Regulations, though well adapted to evening classes, are unsuitable to day schools in the following respects:—

(*a.*) The time of the examination, May, has doubtless been chosen, because evening classes consisting of students voluntarily attending after working hours cannot be kept together during the summer months, and therefore, it is desirable to test the results before the classes break up. But it is extremely undesirable to give day schools a three months' long vacation; the fitting time for examination of organised science day schools would be at the end of the school year, in July; nor does there seem any reason why, whether the schools remain under the Department or not, a special examination should not be held then.

(*b.*) The examinations are held at night, and are of three hours' duration. This is to suit the convenience of students of evening classes, who could not leave their day occupations—but both the time of the examination and its duration are evidently unsuited for boys and girls of from 11 to 14 years, who are not accustomed to be examined at night, or even in daytime for so long a time. Some masters told me that the younger children are often half asleep; and in some towns I was told that parents refused to let their children go in on account of the lateness of the hour.

(*c.*) The wording of questions, adapted to the understanding of adults, is not suitable for children of day schools.

(*d.*) The examination does not consider the needs of girls as distinguished from boys. If a special day school examination were held, the regulations might take this point into consideration, in the same way as the Oxford and Cambridge Joint Board examination adapts itself to both sexes.

(*e.*) The restriction as to the amount of time required to be given to science subjects, lately reduced from 15 to 13 hours, still prevents the proper time being devoted to (1) English and modern languages and (2) commercial subjects.

(*f.*) The regulation that lessons must be given as hour or as half-hour lessons is very cramping to the school time table; many school teachers find an hour too long, and a half hour too short—while a period of 40′ or 50′ gives the best results in proportion to the time. A day school time table is a much more complicated thing than an evening class time table, and provided the total number of hours is satisfactory, it is hard to see why it should not be sub-divided as each school finds it convenient.

The change recently made in the grant by which the first and second classes in the elementary stage were abolished, and "passes" and "fair" substituted for them appears on the whole to work well.

The elementary students who "pass" now receive on passing the grant of 2*l.*, which they would previously have received on taking a first class in the first instance, or in two instalments of 1*l.* each on taking a second and a first successively. Hence, the only students on whom the schools lose are those who take a second class (elementary stage) and never succeed in taking a first. The loss is, however, in all the better schools more than compensated by the increased grants in the higher stages.

The secretaries of some of the less established schools complained that the elementary students were discouraged by want of recognition, and discontinued attendance: on the other hand, the concession made, by which a return is made of those who did "fairly" but not up to a "pass," ought to remedy this.

As regards the question whether the secretaries and teachers would desire to see the grant made in the same manner as is now the custom in elementary schools—by a report on the class and not on the individual, a considerable majority of my informants were in favour of the change; on the other hand, others thought that the present system stimulated individual work, and that it would be harder to keep the class together if the change were made.

Nearly all agreed that if the change were made it would still be necessary to grant certificates in the various grades, even if the grant was made on the general work of the class; otherwise the students would have nothing to show to prove the proficiency to which they had attained.

A compromise was suggested that passes in honours should receive capitation payments, as at present; but that all other grants should be made as in the elementary schools.

Section V.

Technical Instruction Committees.

In estimating the relative importance of the work carried on by the various committees in Lancashire, it is necessary to consider the populations with which they have to deal.

County borough councils.

The county boroughs provide for a population of more than half the four millions to be found in Lancashire. The 10 county boroughs alone, in the hundreds of Salford and West Derby, contain nearly 1,800,000 inhabitants, and from the important manufactories carried on in them, they form from this point of view the most important part of the county. The work attempted in each one of them has been dealt with under the head of each town.

Lancashire County Council.

The rest of the county, forming the smaller half of the county in respect of population, is administered as regards technical instruction, by a special committee of the Lancashire County Council.

The report of the director, Mr. J. A. Bennion, for the year ending September 1892, to which I am greatly indebted, states that the population of the administrative county of Lancashire was divided (in 1891) into 402,794, the inhabitants of 14 non-county boroughs, 1,062,034 in 98 local board districts, and 302,636 in 28 rural districts.

In my district, however, there are only five non-county boroughs (one of which Warrington,* has been already discussed) containing 180,000 inhabitants, a large part (about nine-tenths) of the inhabitants of the local board districts, and a very small fraction of the rural districts.

The important agricultural work carried on by the county council, with the Harris Institute at Preston for its centre, lies, with the exception of that carried on in the Ormskirk district, almost entirely out of my province.

The work, then, that I was able to inquire about referred chiefly to the classes held at technical institutions in the non-county boroughs and the chief towns of the local board districts.

The Lancashire County Council, in dealing with the large area intrusted to them, decided, after reserving in their own hands a portion of the residue money for scholarships and other expenditure, to distribute the rest among the non-county boroughs, local board districts, and rural districts. The rate of distribution was determined by taking into account both the population and the rateable value of each district. The method on which this is said to have been calculated was as follows: the numbers representing the values and the populations were multiplied together, and the square root of the products taken; and then the total sum voted was divided in proportion to these results. On the whole a working compromise was arrived at

* *See* page 169.

between those who supported the conflicting claims of popular tion and of property. Thus the money available was placed (subject to the approval of the county committee) at the disposal of 16 non-county boroughs, 98 local board districts, and 28 rural districts.

The responsibility of initiative was thus thrown on 142 local committees, and of course the sum of money assigned in some instances was very small: thus, in 1891, 47 districts received sums varying from 20*l.* to 100*l.*

Opinions were frequently expressed to me in the county that the sums granted were too much subdivided, and that the local committees not being able to carry out any large scheme with their share, still felt bound to spend the money, whether to good purpose or not.

On the other hand, in the non-county boroughs and larger local districts I found very good work being done.

From this it may perhaps be inferred that in assigning areas for the administration of Secondary Education, it is desirable that the present administrative county should be dealt with as a whole, and that it will be inexpedient for the county authority to delegate its initiative to small rural districts.

In making these grants the Lancashire County Council did not, as has been done in some other councils, require any local grant to be raised by rate or subscription to meet the county grant.

The result was that rates in aid were only made in one year by six non-county boroughs, and by eight local boards; the latter contributing only 200*l.* to meet a county contribution of 15,000*l.*

There is not then any sign in the local board districts that the necessity of even technical education is appreciated, and it is not probable that the claims of general Secondary Education would be more widely recognised in these districts. If the county authority, therefore, is to do any good, it must be armed with compulsory powers to require a local contribution to meet any grant from imperial sources to secondary schools.

In several of the non-county boroughs technical institutes have been started with success: I have already alluded to the Mining Institute to be started at Wigan, which for the purposes of education has joined the county;* to the technical work at Warrington,† at Leigh, and at Widnes, and to the horological school to be started at Prescot.‡

At Southport excellent work has been done in the Victoria Science and Art School, especially in the women's department for cookery, dressmaking and laundry. In Middleton, too, despite its stagnant state as regards Secondary Education, there was considerable work being done in evening technical classes. So also at the Higinbotham Technical School at Ashton.

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* *See* page 168. † *See* page 169. ‡ *See* page 186.

At the rising town of Horwich, an excellent technical institute has arisen, and is supplying the needs of the large body of railway artisans who dwell there, the Lancashire and Yorkshire Railway Company having taken a wise and generous share in its support.

In almost every quarter complaint was made by secretaries and teachers alike that the students are not sufficiently educated to take in the technical teaching. If a clever boy or girl leaves school as soon as he or she has reached the exemption standard, and after some years of neglect, then finds the need of further education, and joins a technical school, what had been already acquired has been allowed to be forgotten, or at any rate requires to be gone over again before the student is fit to hear lectures or to take notes.

In support of what I heard in many quarters I may quote from Mr. Bennion's Report, p. xxx.:—

"Another great difficulty has been the want of the necessary preliminary instruction to enable students to take advantage of technical classes. It is quite impossible to profit by any science or technical instruction to the necessary preliminary training, and this has been sadly deficient. It will be met by increased efficiency and raising of the standard of exemption in the elementary schools, and in the establishment of continuation schools under the Education Department; and, lastly, by the establishment of secondary schools, which will complete the link in the existing chain of instruction provided. The greatest hindrance found to progress in most of the schools is the want of elementary mathematics. ."

Out of the sum reserved by the county council in its own hands, large grants have been made to scholarships and exhibitions:—

1. Scholarships of 60*l.* a year, for three years, tenable at Owens College, Manchester, University College, Liverpool, or some other institutes for higher technical or commercial instruction. About half of these are awarded for proficiency in science, and the rest for proficiency in art or commercial subjects.
2. Exhibitions of 10*l.* for the same subjects, tenable at any college, institute, or class approved by the committee.

The number competing for these scholarships and exhibitions has been very small; in 1893 there were only 27 candidates in science for 14 scholarships, and 44 candidates in science for 100 exhibitions. In art the competition was better, but in commercial subjects there were only 15 candidates for six scholarships, and 47 candidates for 25 exhibitions.

The county council have not been able to see their way to subsidize technical subjects in continuation and secondary schools. In this they have differed essentially from the line adopted by the Liverpool Technical Committee,* who have from

* *See* page 144.

the first given capitation grants for technical work to the day secondary schools, and from that adopted by the Manchester Technical Committee, in making grants to the school board to promote technical work in continuation schools, and to the Manchester Grammar School.

This refusal to recognise secondary schools has to a certain extent been prejudicial to the county scholarship schemes. (*See* Part I., Section VI.) The claims of grammar schools, such as Ormskirk and Farnworth, have been pressed on the committee without success.

One reason of the small numbers competing for the scholarships and exhibitions appears to be the want of relation between the secondary schoolmasters, whether of endowed, proprietary, or boards schools, and the technical committees. It is the schoolmasters and mistresses who are able to select the boys and girls who are likely to make suitable technical scholars, and to urge both child and parent to make sacrifices to attain the scholarship.

In refusing to recognise the claims of secondary schools to assistance in developing technical subjects, the technical committee appear to be cutting off the supply of their own candidates.

We have here to distinguish between two kinds of education, generally mixed up together and put under the one head of "Technical"; (1) the preliminary training of head and hand and eye, to fit a child to take any industry that may afterwards be chosen for it; and (2) the technological training in the industry itself. The first part is certainly part of Secondary Education, and to ensure its being properly carried out in secondary schools would appear to be one of the objects for which the residue money was granted.

If Secondary Education and technical education can now be placed in the hands of one committee, there will be an opportunity for a re-consideration of this question in Lancashire, which may end in the application of some of the Excise grant to the support of science teaching in the struggling secondary schools of the county.

Section VI.

Deficiency.

Per-centage of population requiring Secondary Education.

To estimate the deficiency of secondary schools in a given district it is necessary to know first the per-centage of population—boys and girls—which ought to be receiving Secondary Education, and then to determine the number actually under instruction.

In the Schools Inquiry Commission Report* we have Dr. Farr's calculation of 12·55 boys per 1,000, between the ages of

* Vol. I., page 98.

8 and 16, requiring Secondary Education; we have Mr. Richmond's independent calculation fixing it at 12·28; and the Commissioners' conclusion, fixing the number of boys in *towns* at 16 per 1,000, and in *country districts* at 10 per 1,000, and assigning one-half of this number to third grade schools.

In the evidence taken by the Select Committee of the House of Commons on the Endowed Schools Acts, 1866, we have Dr. Fitch's* calculation of 3 per cent. (including boys and girls), and Sir Henry Longley's calculation,† 9·3 for boys per 1,003, and 5·4 girls, or nearly 15 per 1,000 in all. Dr. Fitch has, I believe, now reduced his estimate to 7 or 8 per 1,000 boys and 5 or 6 per 1,000 girls.

We may therefore take 12 per 1,000 as a fairly moderate basis, 7 per 1,000 boys and 5 per 1,000 girls.

Several elements, however, combine to make it hard to ascertain in a particular district the number under instruction: (1) the constant changes in the existing private schools;‡ (2) the higher grade schools, shall they be considered secondary or not? and if secondary, are the ex-sevenths only to be counted, or any lower standards? In my calculations I have counted only the ex-sevenths.

To ascertain the number of boys in existing private schools a city like Manchester or Liverpool would require time for house-to-house visitation and powers to acquire information. I have, however, attempted to form a judgment in some of the smaller boroughs.

Per-centage under education in large towns.

In Rochdale, for instance, where I was assisted by a conference of persons representing all grades of education, I could not make out more than 2·5 per 1,000 boys and 4 per 1,000 girls; in Bury, I estimated the boys and girls at 4 per 1,000 each; in Bolton, I do not think either boys or girls would exceed 3 per 1,000; in Oldham, at present, I do not think there are 1 per 1,000 of either boys or girls; when the Hulme Schools are opened for boys and girls, it may rise to 2 per 1,000 of each; in Wigan there may be 4·5 per 1,000 boys, and 3·5 per 1,000 girls; in Ashton, 3 per 1,000 boys and 2 per 1,000 girls.

It will not be wise to press these figures; they include an allowance in each case for undiscovered private schools, but the time at my disposal was not sufficient to enable me to regard my estimate as other than approximate; but it is at any rate clear that in the county boroughs there is nothing like an approach to the required 12 per 1,000.

In Liverpool and its suburbs there are about 700,000 inhabitants; and in this district there are about 2,000 boys in the endowed and proprietary schools; there are also about 40 private schools, in which the number of scholars may be put down to average not more than 25; there are less than 200 boys

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* *See* page 116. † *See* page 435. ‡ *See* page 224.

in the Brae Street Higher-Grade School: the number, then, including the boys in higher grade schools, and including also those coming into Liverpool from outside may possibly reach 3,200, but it will not reach 5 per 1,000 of the population of the district. Nevertheless, I believe Liverpool to be better provided with Secondary Education than any other town I visited.

It may be assumed from this that the Secondary Education of boys in our cities and towns will not reach the required figure unless some radical change be made in the administration of Secondary Education.

The argument is all the stronger if the outlying district in the neighbourhood of large boroughs, and not within them, be considered.

Deficiency in districts.

Take Littleborough, as an example, a town of over 10,000 inhabitants, about 3¼ miles N.E. of Rochdale, without a school in the place above the elementary schools, for either boys or girls: the directory gives no private school, and the intelligent master of the Methodist United Free Church School, to whom I was referred by the school inspector, was unable on my visit to suggest any secondary school in the place for me to visit.

Take Horwich again; a town of 12,800 or thereabouts, in 1891, and considerably more by 1894, which has sprung into prominence by becoming the seat of the Lancashire and Yorkshire Railway works, situate 6 miles W.N.W. of Bolton. Here there is no public or private boys' school except the endowed board school of Rivington and Blockrod, distant 1½ miles, which, as I have shown under the head of endowed schools, has by raising its fees done all it could to keep out the day boys from Horwich; of private schools for girls there may be one or two; of public schools, none.

Take, again, Radcliffe, with its 20,000; the clerk to the local board writes the following account:—"There is only one small "grammar school giving Secondary Education in this district; "in this district a few years ago there were only about twelve "scholars. And two ladies' schools which have only very few "scholars . . . The whole of the children are compelled to "go to Bury or Manchester." Or, Middleton, with its 21,000, where there are no girls' schools at all, and only an ancient grammar school where I found the master teaching less than a dozen boys.

When it is replied that the Secondary Education can be safely left to the private schools, and that the private schools spring up when and where they are wanted through private enterprise, it must be borne in mind that private individuals select such localities as are pleasant and attractive, and where boarders are likely to come. Thus it is that places such as Southport and Waterloo, and the Cheshire side of the Mersey, become the "happy hunting ground" of the private schoolmaster, but places such as those I have mentioned, where smoke and machinery drive away residents, and Secondary Education

becomes, not a money-making profession, but a missionary crusade, are left, and without public help, are likely to be left unprovided for generations.

In some places, as in Middleton and in Rochdale, the existence of small and ineffective endowments seems rather a curse than a blessing, they are not enough to do any good, and they are just enough to prevent the leading inhabitants from forming a company and giving a school to their native town.

The grammar schools in the smaller towns have been shown (Part I., Section VI.) to offer most inadequate provision for second grade boys' education ; while the girls, who in old times used to be taught with the boys in the grammar schools, are now almost entirely unprovided for. Ormskirk, Leigh, Prescot, for example, are without public secondary girls' schools of any grade.

Secondary schools required.

There should at least be a second grade secondary school for boys and for girls in every town of 10,000 inhabitants in South Lancashire, and in districts where the population is less densely grouped in every town of 6,000.

It may be said, why not send the children by rail to the neighbouring town.

The objections are (1) the expense of the railway contract ticket, which has to be added to the school fees and is an increase without any corresponding advantage, (2) the wear and tear to the boy, and still more to the girl, of wasting in a railway train the hours that should be given to air and exercise, (3) the increase of possibilities of evil habits being acquired on the rail. I write with some experience of the disadvantages of railway travelling for day scholars, because, at least, half the boys of my own school came in by rail, and I am not exaggerating when I say, that almost all my serious difficulties of discipline arose from occurrences in trains on the way to and from school. If this is serious for boys, it is still more serious for girls, and, from the confidential relations which existed between myself and the headmistresses of the girls' school on the same foundation as my own, I know that the anxiety as to the railway travelling was equally shared by them.

First grade schools cannot exist in every town—they must be planted in centres and made to work the neighbouring districts—but second grade schools ought to be in walking distance of every town boy or girl.

If the expense of two establishments within a short distance of one another by rail—as Bury and Rochdale—be raised as an objection, it should be considered, that if the sum spent in railway fares be taken into account, the loss of working on two second grade schools would not be more than that on one.

It is concluded then—

(1.) That the provision for Secondary Education in South Lancashire is deficient in towns, and most deficient in the non-county boroughs and smaller towns.

(2.) That the deficiency in girls' education is still more striking than that in boys' education.

(3.) That private enterprise cannot be trusted to provide schools where wanted in unattractive districts.

(4.) That it is undesirable for boys, and especially for girls, to travel daily distances by rail.

(5.) That it is desirable that a cheap school for boys and a school for girls, of at least second grade standing, ought to be set up in every town of 10,000 inhabitants in thickly populated districts, and in every town of 6,000 where the district is less thickly populated.

Section VII.

Examination and Inspection.

Under this head, I propose to discuss how far at present there is sufficient guarantee given, by means of public examination, that the secondary schools are in a fit state.

Need of inspection.

It is necessary to distinguish between inspection and examination. By inspection is meant the supervision of the whole working of the school, buildings, apparatus, staff, time table, curriculum, and expenditure; by examination, the ascertaining the proficiency of aggregrate forms and individual students. No provision is usually made, even in endowed schools, for the former, except that at intervals of a number of years, the school may be visited by an Assistant Charity Commissioner. Regular inspection is absolutely necessary if the scheme of the school is to be carried out; the governors, who may perhaps occasionally visit the school, have not the technical knowledge to make a proper inspection; and again, the action of the governors requires to be as much open to inspection as that of the headmaster and his staff. I may be allowed to quote here my own experience as a headmaster of an endowed school, experience which I find fully confirmed by conversation with headmasters in Lancashire. I was appointed headmaster in 1873, and it was not till 1888 that I was inspected by anyone; during that time I might have violated the scheme under which I was acting in any number of ways, and neither my governors nor the Charity Commission have been a wit the wiser. Further, my governing body might have violated the scheme, and unless the violation appeared in the accounts, they would have for 15 years escaped detection. It is true that clauses in schemes are often unworkable, but then they should be amended, not ignored. A financial crisis would, doubtless, produce an inquiry, but, in a school where all outwardly goes smoothly, there is no security at present that the scheme is adhered to. As a governor on several endowed school trusts, my experience is that no one knows the scheme, not even the clerks, and the sense of an impending audit, not of moneys only, but of all other matters would be equally salutary to governing body as to headmaster,

Lancashire would seem to require annual inspection as much as my own or any other county. And again, from conversation with the headmasters that I met in Lancashire, and from my own experience, I feel sure that the headmasters would welcome the visit of an inspector, if rightly selected.

In many cases the headmaster is cut off by locality from frequent intercourse with other headmasters; there are many questions on which he cannot consult his under-masters; he would benefit greatly by a two or three days' visit from an inspector.

It may be said that this can be done by the summer examiner, but the examiner usually comes, not when the school is at work, but in the rush of an examination week, and further the examiner is not free to use his eyes and ears during the day, but is usually shut up in his bedroom fighting his way against time through piles of examination papers.

Already, in cases where county councils have considered Secondary Education in their province, a step has been made in the way of inspection by the director of technical education—in Liverpool, for instance. In any new organisation of authorities it is desirable that the county or provincial authority should have a power of inspection of all schools on the register.

Examination.

As regards examination, adequate provision is made in all endowed schemes for an annual examination, and the councils of many proprietary schools adopt a similar course; but, in the case of most private schools, and of some proprietary schools, it is held to be sufficient evidence to the public of good teaching if a few candidates are sent up to a public examination.

How few each school sends up may be seen from the figures in Appendix C. More than half the schools appearing in the list have only passed either one pupil or two.

Public examinations.

There is no doubt that in the last 30 years these public examinations have had a most valuable effect on middle class schools; a flood of light is thrown upon the teaching by the first set of disastrous failures, and the private schoolmasters learn where the teaching of their masters is deficient, and for every reason set to work to remedy results. But this experience is by no means of the same use to governors or masters as would be gained by a thorough examination of the school, especially that of the lower forms. For the higher schools, a combination of a certificate and school examination is carried out by the Oxford and Cambridge Joint Board. Manchester Grammar School, Liverpool College, the Girls' Public Day School Company's Schools, and Bury Grammar School take this examination, but the system is too expensive for the smaller schools. The Oxford delegacy provide a similar combination, and in Lancashire separate Oxford centres were held this July at the Merchant Taylors' Schools, Great Crosby Boys' and Girls', and at private schools, such as the Waterloo High School at Blundell Sands, and Sandholme, at Waterloo. In the absence of a regular

inspector, the value of a visit for a week by an university man of experience, such as Mr. A. Sidgwick, whom I found at Great Crosby, is of incalculable value.

To estimate the effect of these examinations in the schools, I have made out a table,* giving the results of the schools in my district in the Oxford local examinations of July 1894, the Cambridge local examinations of December 1893, and the College of Preceptors examinations of December 1893 and June 1894, and the Joint Board's certificate examination in July 1894.

The schools are arranged in districts, and while I may have overlooked some schools, by reason of their sending pupils to centres out of my district, or by the names being overlooked, I believe this list is fairly accurate,

It will be seen that 18 endowed schools, 6 proprietary schools, 45 private schools, and 1 higher grade school, have sent in boys for one or more of these four examinations in the year 1893–94, while girls have been sent in by 2 endowed, 8 proprietary, 2 higher grade, and by 97 private schools; of these, only 28 boys' schools and 28 girls' schools have passed five candidates and upwards, and in all 728 boys and 455 girls passed. It is clear from these figures that no reliance can be placed on these examinations for any systematic examination of schools, even if allowance is made for failures, the number of boys entered is probably under 1,100 and the girls under 700, a small outcome for the enormous population of the two hundreds.

It must be remembered that some pupils will have been sent in for more than one examination, so that the number of individuals will be somewhat less than the number of passes.

It is only in the case of schools which send in a large per-centage of the whole school (as, for instance, Farnworth Grammar School, Widnes, where 30 boys pass out of a school of 36) that these results are a complete index of the general education given in the school.

We have then to fall back on the school examination, and to consider whether the governing bodies of the various schools are found to be able to make a sufficient examination. On this head the inquiries I made in Lancashire confirmed my previous idea, that, in the case of small grammar schools, either the governors make their own appointment, and send in some local man to make a most cursory examination, or the appointment is left to the headmaster to do the best he can with a very limited sum; the headmaster then gets some friend to do the work, who probably does a great deal more work than the honorarium would pay for from a stranger, but who acts entirely under the headmaster, and is not exactly an "outside" examiner.

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* *See* page 192.

One headmaster complained to me that in some years the examiner selected by the governors merely walked through the school, took a little miscellaneous *vivâ voce*, and never set a paper. It is very likely that there is no money to pay the examiner. I have known cases where the fee has had to come out of the governors' pockets; but whether the finances of the school are good or bad, it is of national importance that every school receiving endowed or public money should be examined. I submit that the expenses of examination, as of inspection, ought not entirely to fall on the revenues of the endowed school, but that while such examination and inspection are, on the one hand compulsory, on the other they should be to some extent paid for out of Imperial taxes or county rates.

It does not appear desirable to establish a system of uniform Government examination; the relations in which schools are brought to the universities by the visits to the schools of university examiners has been already dwelt upon, and a somewhat elastic system is necessary if all individuality and originality is not to be struck out of the schools. The controlling local authority, whether county or provincial, might provide a list of examining bodies, such as the Oxford and Cambridge Joint Board, the schools examinations of Cambridge, Oxford, London, and Victoria, and the College of Preceptors, one of which the governing body might select to examine the schools. If the assistance towards examination expenses be limited to endowed schools, then discretion should be given to extend it to such schools as the Liverpool Institute and College, and the Bolton Church Institute, which are not carried on in any sense for private profit, or to classes (*a*) and (*b*) of proprietary schools.*

The reforms needful are, therefore, as follows:—

1. That all schools receiving any aid from endowments or public sources should be open to inspection at any time.
2. That, after a certain time, all schools whatever be required to be registered and open to inspection.
3. That the inspectors be appointed by the Central Authority in London, and have a seat on the county or provincial education boards of their districts.
4. That each county or provincial education board make out a list of examining bodies out of which the governing body of the particular school may select one to conduct the annual examination.
5. That the inspector's report on each school be submitted to the county or provincial council, and be treated by them as confidential or not at their discretion.
6. That the examiner's report be submitted both to the provincial or county council and to the governing body, and made public or not at the discretion of the governing body.

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* *See* page 222.

Section VIII.

Government of Schools.

In the course of my visits, I specially asked the opinion of the leading educationalists, in each place, as to the nature of the authorities under which the co-ordination of Secondary Education could, in their opinion, be best carried out.

In most cases, opinions were affected by the quarter from which they came; members and secretaries of a technical education committee accepted it almost as an axiom that Secondary Education must follow technical education, and be worked in the same areas, and chiefly by members of the county council; members and clerks of school boards enforced the impossibility of drawing the line between Primary and Secondary Education, and were prepared to see all education under a school board elected *ad hoc;* while the secondary schoolmaster asked for a large area and a board of experts.

Central Authority.

There was a consensus of opinion that there should be a central office in London, if possible presided over by a Minister, and that inspectors should be nominated by the Central Authority, and all regulations as to registrations issue from it.

Under this Central Authority, it was agreed that there must be (1) a county or provincial authority, and (2) a governing body for each endowed school council or committee for each proprietary school as at present.

Area of provincial authority.

With regard to the area to be placed under the county or provincial authority, and how the authority was to be constituted, not only did the opinions expressed to me vary, but in different towns I myself felt inclined to give different answers to my own questions.

The possible areas are (1) the whole county; (2) the whole county with the exception of boroughs over 500,000 inhabitants, *i.e.*, practically, without Liverpool and Manchester; (3) the present area of county, without county boroughs, *i.e.*, the county without the boroughs of over 50,000 inhabitants.

The first proposal, which has the approval of the chief authorities of the Lancashire County Council, is suggested on the analogy of the county fishery and county lunacy boards.

The county boroughs, scheduled in the Act of 1888, are Liverpool, Manchester, and twelve other towns; there are also Stockport, which is mainly in Cheshire, and Warrington, which now has over 50,000 inhabitants.

If each borough council were to be represented, say, by two members, and the County Council of Lancashire, and the City Councils of Liverpool and Manchester, in proportion to their population, the county council elements of the new board would be in itself too large for actual work, and still more so when enlarged, as it is expedient it should be, by educational experts, representatives of school boards, and of university colleges, in order to keep touch with the lowest and the highest grades of

education, and with the teaching profession; and perhaps also by members co-opted as specially qualified. The experience of those who have worked on county councils is that the executive work tends more and more to be done in committee, and very often by a few members forming a sub-committee. If the educational board consisted of anything like a hundred members, it would be necessary to subdivide it into committees to work special districts, and, while on the one hand there would probably cease to be uniformity in policy throughout the county, there would also be the loss of the spirit of emulation and local patriotism which would have arisen from recognising the existing county councils.

It may throw some light on this question to consider what has been the effect of placing technical education in the hands of the county boroughs in Lancashire. In the last chapter we have seen that the work of the County Council of Lancashire has been spread over local board districts and small areas; in the county boroughs it has usually concentrated itself in the gradual amalgamation of existing agencies in the hands of the technical committee, and the formation of a central institute by means of local energy and patriotism. In Bolton, in Bury, in Rochdale, in St. Helens, in Bootle, in Oldham, and elsewhere the work of the technical committee, for the purposes for which the residue money was granted, has been admirable, and had they been mere districts of a county, it is very doubtful whether they would have produced the personal energy and pecuniary generosity which has shown itself in almost every Lancashire county borough.

From this it may fairly be argued that if the work of Secondary Education be placed in the hands of boards of the same area a similar activity will be shown.

A further objection to a very large area is that the work will be too large for members of the board, who cannot give their whole time to the work, to make themselves sufficiently acquainted with it so as to exercise their proper influence. In this case the executive will practically fall into the hands of the permanent officials, and if so, the type of man willing to serve on the board will gradually degenerate. The best type of local councillor refuses to be a mere recording machine.

It may further be objected that this proposal either involves the separation of the authorities dealing with technical and Secondary Education or the removal of the administration of technical education from the county councils to the one county education board.

It has been seen in the section on Overlapping* that those towns have made the greatest advances, where, as in Bolton, the different educational bodies have had influential members common to all, and that the chance of "overlapping" has

* *See* Section II.

diminished in proportion as (accidentally) the same men influenced different grades of education.

To separate technical and Secondary Education will be the greatest possible blow to co-ordination and harmonious working.

If, again, the technical work is to be taken out of its present hands, we have to consider the liabilities which the existing authorities have incurred; in building the various technical institutes, either the town councils have incurred debt or they have been supported by large voluntary donations. Are we to say that a chairman of a technical committee, who has not only developed a large and useful scheme and erected a model building, but has out of his own pocket provided all the machinery, or otherwise endowed the building, is to have the development of the scheme taken out of his hands and placed in the hands of a county board?

In either case, free from debt or not, the technical institutes cannot be taken out of local hands.

My arguments have hitherto been founded on the circumstances of towns of less size than the giant boroughs of Manchester and Liverpool. But they apply with greater force to Manchester, not only on account of its size, but of the great experiment of its Municipal Technical School, the importance of its secondary schools, and the rapid development of its Board Secondary Organisation. Whatever difficulties there may be in Manchester, it must be for a Manchester board to unravel them. Liverpool, notwithstanding its size, might perhaps, with least dislocation, as some of my informants agreed, be handed over both as regards Secondary and Technical Education to a provincial board; but on the other hand, no city council has taken the same part in Secondary Education as the Liverpool Committee; already it is controlling the large secondary day schools; it is already showing the value of inspection and examination; it is beginning to do the work of Secondary Education well, and is the last city council out of whose hands it would be well to take it.

The arguments then which I have given apply against both the first two suggested areas, (1) the county and (2) the county without its two cities.

It is left to consider how the last area proposed, that coincident with present counties and county boroughs, will act in South Lancashire.

In discussing the towns separately, I have shown how most of the towns of between 50,000 and 100,000 inhabitants in Lancashire have just outside their boundaries other lesser towns. Thus, Bury has Ramsbottom and Heywood, Oldham has Middleton, Rochdale has Spotland. In any plan for dealing with Secondary Education, each large town must necessarily be a centre for higher education of boys and girls for a district at least as populous as itself; while Manchester for the east and Liverpool for the west, must form the respective centres of the

highest education. The limit fixed for the county borough, viz., a town of 50,000 inhabitants, will be better than that of 100,000 which has been suggested, both because it does not raise a new area, foreign to the Local Government Act, and because it will, for the purposes of higher Secondary Education, cover an area much larger than its own.

To avoid the appearance of theorising, let me refer back to the discussions on the different towns. Of Manchester and Liverpool I have just spoken, but the details will be found in my special reports. Boroughs which have shown special local energy, either on the town council or other organisations, are Bolton, Bootle, Bury, Oldham, Rochdale, and St. Helens. There are others in which it might be argued that an authority stepping from outside would have more chance of setting up a proper system of Secondary Education. In Wigan, for instance, I have reported the state of the grammar school as unsatisfactory. In Warrington there seems to be no effort to provide suitable girls' education. It must however be remembered that the board will not consist entirely of the county or borough council, and that there will always be the central control in London.

Composition of county authority.

What, then, appears to be the best constitution for the board, so as to ensure active and not sleeping members, and to prevent the dangers of friction and overlapping between different grades of education?

I suggest for county boroughs a council of not more than 20; one-half to consist of members of the county council or persons interested in education nominated by them; the other half to consist of the chairman and one other member of the school board, two representatives of the managers of voluntary schools, representative of the council of Victoria University, and representative to be chosen by all the secondary teachers on the register, and, if necessary, co-opted members; and, further, the inspector of the district to have an *ex-officio* seat on the board.

In order that the governing body or council of any important school in the borough might be represented on the board, the board should be instructed to co-opt on to their board the chairman or any governor or member of council of any important school in the district up to a certain fixed number.

Its duties.

The duties of this board would be (1) the carrying out of the registration of teachers and schools, under regulations made by the central office; (2) the receiving of reports from the inspector and examiners; (3) the preparation of schemes for new schools and the amending of existing ones, subject to approval by the central council in London; (4) to issue a precept for rates, to pay current expenses, and, if necessary, to found new secondary schools; (5) to establish a system of scholarships open to general competition between the schools.

Each school would continue to be managed by its existing governing body or council; any proprietary school might be at

once placed under the board, and after a certain number of years no proprietary school would be allowed to exist except registered and under the board. The same regulations would apply to private as to proprietary schools.

If it be thought desirable to place board secondary schools under the county borough education board, then the school board would be the "governing board" of the board secondary school, and the county board would have a right of inspection and examination.

Grants in aid of board secondary schools would come, not through the Science and Art Department, but from the Secondary Education Council in London.

Governing bodies.

It will be necessary for the county board to have representatives on the governing body of every endowed school, and probably the councils of proprietary schools will desire to have the county board represented on their body.

The alteration thus necessitated in the governing body of endowed schools will give an opportunity for a reconsideration of the usual form of those appointments.

It is desirable that on every governing body the representative members should be elected by as many different bodies as may be convenient. In the older schemes, where the representative members represented one or at most two bodies, it was quite possible, in small towns, for the same clique to command a majority on each of the bodies sending representatives, so that only one set of ideas and of interests were represented. When this is the case, the preponderance of one set of ideas is necessarily increased at each vacancy among the co-optative members; the rating majority elect a co-optative member of the same opinions as themselves, and the majority at future elections is ensured. The case is exactly parallel to the election of aldermen in small corporations, where a particular party in the town may secure a majority for years; and in the case of the Cowley Schools, at St. Helens, I have pointed out the danger that in this way the governing body may soon be all composed of the town council.

The number of the co-optative members may therefore be reduced, and representatives of the county board and of the educational profession introduced.

Conclusion.

In conclusion I have to report to your Commission that I have received the most ready help in my inquiries from the mayors of boroughs, from the clerks to local and school boards, and from the directors and organising secretaries for technical education in my district. I need hardly say that the masters and mistresses of endowed and higher grade schools received me cordially and gave me every information. The principals of proprietary and private schools were as a rule equally courteous as soon as they understood the nature of my mission. The few cases, however, in which proprietary schoolmistresses and private

schoolmasters treated me with scant courtesy were sufficient to show the desirability of compulsory inspection.

I trust that the Commissioners will kindly attribute the many deficiencies which will appear in my report to the pressure under which it has been compiled.

I am, &c.
(Signed) F. E. KITCHENER.

September 15th, 1894.

The Secretary,
Royal Commission on Secondary Education.

REPORT

BY

Mrs. KITCHENER

ON

SECONDARY EDUCATION IN THE HUNDREDS OF SALFORD AND WEST DERBY IN THE COUNTY PALATINE OF LANCASTER.

TABLE OF CONTENTS.

Page

INTRODUCTION - - - - - - - 249

CHAPTER I.

§I. Extent and Character of demand for Girls Secondary Education - - - - - - - 251

(1.) Demand and supply on part of elementary girls - 251
Fitness of same for Secondary Education - - 255

(2.) Comparison of expensive schools with those of 30 years ago - - - - - - 257
Comparison of cheap schools with those of 30 years ago 269

(3.) Differences between Secondary Education for boys and girls - - - - - - - 274
Technical sides to girls' schools - - - - 277

(4.) Technical schools for all social classes - - 289
(5.) Organisation of technical education for girls - - 290
(6.) Provision of scholarhips for girls - - - 290
(7.) Differences in demand for boys' and girls' Secondary Education - - - - - - - 292
(8.) Religious instruction in Secondary Schools - - 295

§II. Relation of Secondary Education to Life Career - 296

(1.) Expensive private schools - - - - 297
(2.) High schools - - - - - - - 300
(3.) Cheap schools - - - - - 302

§III. Educational Organisation - - - - 303

(1.) Mixed schools for boys and girls - - - 303
(2.) Mixture of social classes in girls' schools - - 310

§IV. Cost of Education - - - - 312

(1.) Cost less for girls than for boys - - - 312
(2.) Salaries of assistant mistresses - - - 315
(3.) Grants to girls by local authorities - - - 325

§V. Competition - - - - - 327

CHAPTER II.

Account of principal towns - - - - - 331
St. Helens - - - - - - - - 331
Bury - - - - - - - - - 334
Warrington - - - - - - - - 338
Wigan - - - - - - - - - 341
Upholland - - - - - - - - 344
Stockport - - - - - - - - 346
Southport - - - - - - - - 348
Oldham - - - - - - - - - 350
Rochdale - - - - - - - - 356
Bolton - - - - - - - - - 361
Manchester - - - - - - - - 366
Liverpool - - - - - - - - 377

Report by Mrs. Kitchener on the Hundreds of Salford and West Derby, in the County Palatine of Lancaster.

Sir,

I have the honour to lay before you such information as I have been able to collect, in reply to the various questions contained in your paper of "Instructions."

The fact that little more than three months was allowed for both investigating and reporting on the large and densely populated districts contained in the Hundreds of Salford and West Derby will, I trust, be taken as some excuse for the incompleteness with which I have fulfilled my task.

It seemed best, in view of the shortness of the time at my disposal, to choose a certain number of towns in which to stay, and to endeavour to become fully acquainted with the state of girls' education in these, rather than to divide my time equally between all the towns in my district.

Manchester, Liverpool, Rochdale, Bury, and Bolton were the places which I chose for this purpose, and from these centres I visited nearly all the places in my district in which girls' schools of any importance existed. I have now seen all the endowed and proprietary schools in the Salford and West Derby Hundreds, in which girls are being taught, and have visited a large number of private schools both expensive and cheap; besides this, I have seen, with two exceptions, all the higher grade board schools in which ex-standard classes, or organised science schools, exist, as well as several higher grade voluntary schools. In view of the great and increasing importance of these schools, and of the fact that they are nearly all in the experimental stage, it seemed right to devote a large proportion of my time to becoming acquainted with them, and with their methods in different towns.

My inquiries have left me with a sense of the urgent need of some educational authority, which should (1) provide secondary schools for girls in the vast areas in which their education is left to chance, in the shape of private adventure schools, which may or may not be sufficient to the need; and (2) which should organise existing girls' schools, giving to each its due place and limit in one consistent system of education.

I have also been profoundly impressed with the *individual character* possessed by every town which I learnt to know; with its inexplicable differences from other towns, even those similar in size and external features, and with the importance of keeping this individuality in view, in any educational legislation, and leaving each place free within defined limits, to adapt the principles laid down by any educational authority to its own needs.

I will add a few words with reference to the arrangement of my report.

The fact that I was appointed to *supplement* the information already obtained through your Assistant Commissioner, seemed to point to my keeping very closely to my instructions, as the only chance of not repeating what you had already been told. I kept this constantly before me in making inquiries, and have endeavoured to do the same in writing my report of them.

The best method seemed to be to take the instructions seriatim, and to make each section the heading of a chapter on the questions contained in it. This has the advantage of clearness, as it necessitates grouping under these heads the results of my inquiries made in the various places which I visited; but it has the disadvantages of never laying before you in any sort of order the facts which led to these results, never giving you the opportunity of judging how far these facts justify my deductions, never helping you to use my eyes to see the state of the towns on which the whole of the report depends.

In order to obviate these disadvantages as far as possible, I have written a short account of the more important towns which I have visited, from the point of view of their provision or lack of provision of secondary girls' schools of various grades, and I have dwelt on their salient points of resemblance, or of difference to other towns, in this respect. I have put these accounts in a second chapter, and refer to them constantly in the pages of my report.

§ I. Extent and Character of the Demand for Secondary Education for Girls.

(1.) *How far do girls from Elementary Schools—*
(*a.*) *demand, and*
(*b.*) *make good use of, such education as is at present provided.*

The first part of this question is very difficult to answer, because *demand* has so many meanings. I will illustrate from my inquiries; in many towns, as Middleton (population, 11,310); Littleborough (population, 7,891); Hindley and Abram (population, 2,638), and others, there was some kind of grammar or other school for boys, but no secondary school at all for girls, nothing beyond the elementary, with possibly one or two private ones of the old "Dame School" type. In such places it was said that both parents and girls "would give a good deal" to have some better school in which the girls might learn *French* and "manners," and spend their time from 13 to 14 or 15 years of age. Now, I cannot judge what the "good deal" meant, but can simply infer from facts, that it did *not* mean bestirring themselves, possibly risking some money, and getting a suitable school established; nor did it mean sending their girls to a school three or four miles distant. Their girls leave schools when they have passed the Sixth Standard (for places of this kind rarely boast of Seventh Standards in their elementary schools), and grow up ignorant of French, English, history, geography, and a good many other things, and their parents continue to grumble.

Probably, this sort of latent and ineffective demand exists in most of the towns where there is no adequate provision for girls Secondary Education, but I have no means of gauging it, and must therefore leave it out of the question.

I can only report on demand when it becomes *effective*, and for this, education of some kind, which is not compulsory, is the first necessity. In places where this effective demand is shown by eagerness in taking advantage of whatever secondary education is within reach, even if it be of a somewhat unsuitable character, I think one may fairly infer that a good deal of latent demand also exists, which would become effective if better opportunities for its development were given.

Owing to the dearth of what were called "third grade schools" in the Schools Inquiry Commission, school boards have of late years stepped into the breach, and have endeavoured to supply the want, by opening classes to such of their children as have passed their "standards," and are both able and willing to remain at school for one, two, or even (in rare cases) three more years. Manchester and Bolton took the initiative, as far as my district is concerned, in 1881; their example was followed at intervals, by Rochdale, Oldham and Liverpool.

These classes are held in the elementary school buildings, are taught by the elementary school teachers, sometimes with additional assistance in special subjects, and are managed by the school board, but they are independent of Her Majesty's school inspector, and receive no grants from Whitehall. They cannot, nevertheless, be said to have nothing to do with elementary education, because they re-act on it in a beneficial manner.

For the sake of convenience and economy, a particular school is chosen by the school board for these classes; if a new school is needed, it is built with special regard to their requirements, and it is called the "higher grade board school." Sometimes it contains all the standards, sometimes the lower ones are eliminated; considerable latitude is now allowed by the Code, both in "class" and "specific" subjects, and this is taken full advantage of in the higher grade schools, with a view to the "ex-standard classes." Such "specific" subjects, which begin in Standard V., are chosen, as will form part of the instruction in these classes. It is obviously best that children who will attend the more advanced classes should join the higher grade school early enough to take its Standard V. work, and they are encouraged to do so, but a good many pass all their standards in the other elementary schools, and only attend the higher grade school for its ex-standard work. On the other hand, many children (more than half those in its standards) attend this school because its somewhat higher fees make it more select, without any intention of going further than Standard VII.; these come chiefly from the well-off classes, and they gain the reflex advantage of the higher work, in the more liberal nature of their elementary education, as well as in the greater intelligence of their teachers. The ex-standard classes are nearly always "mixed," boys and girls working together, for economy of teaching power—this, too, generally re-acts on the standards in the higher grade schools. So far I have dwelt on the advantage of the ex-standard classes, which are considerable, especially in places where they represent the only education worthy of the name beyond the elementary.

The disadvantages, which more or less affect these classes wherever they are established, are attributable to the undue preponderance of scientific subjects forced on them, through their depending for their very existence on large grants from the Science and Art Department—they are serious enough, see account of Bolton, where an organised science school is described, and p. 265, where the time tables of several are given.

These disadvantages are considerably greater for girls than for boys. Chemistry, applied mathematics, mechanical and geometrical drawing, have their definite value in a good many trades; besides this, they lead directly to the further and more practical study of these and kindred subjects in technical and mechanics' institutes; they are encouraged and subsidised by the offer of large scholarships, and may be considered as leading, though by a somewhat circuitous route, to the top of the technical ladder—for boys; but for girls, they lead to nothing but a blind alley.

The incidental difficulties too, such as the hours of the examinations, from 7 to 10 or 10.30 at night, press far more heavily on girls than on boys.

All these things being considered, it would not be surprising if the girls who joined these classes were few and far between. What really happens is that they form about one third of the first year's course (rather more than this proportion in Liverpool and less in Rochdale) but almost disappear at the end of the first year. In Liverpool the arrangements are rather different from those in other towns; all scientific and such other subjects as require apparatus are taught in the Central Higher Grade School in Brae Street, where the laboratory and lecture-rooms are most perfectly and luxuriously fitted up, but a good many other lessons are given to the ex-standard pupils at their own schools; this necessitates much walking through the streets, and it was thought that the girls might be contented with the instructions they could get from their own teachers in the schools where they had passed their standards. They, however, were dissatisfied with this arrangement, and a petition was presented from six schools, asking that they might have the same advantages as the boys. The board acceded to their request, and when I visited the Brae Street Schools (which was during the summer holidays) I was told that 120 girls had put down their names as desirous of joining the organised science school, and were expected as soon as the schools began work again.*

All this shows a most satisfactory demand on the part of the girls, as far as these towns and ex-standard classes are concerned, and it is the more striking, as it is a demand for knowledge for its own sake and not for knowledge that will be practically or commercially useful.

But when we leave these towns, and come to others, where the demand is shown by attendance at more suitable secondary schools, we are met by a less encouraging state of things, I will take St. Helens, and Bury, as typical places; where there are no ex-standard classes and where all the elementary schools are voluntary.

St. Helen's see page 331, with its adjacent small towns and villages, has a population of about 100,000; it is a very busy manufacturing place, the centre of industries of many kinds, and has sprung up like "Jack's bean stalk" in the fairy tale: Child-labour is largely used in many of its "works": the children are allowed to become half-timers when they have passed the Fourth Standard in the elementary schools, and to leave school altogether, when they have passed Standard V.: this total exemption is used to such evil purpose that there are not 150 children, boys and girls' together, in the Sixth Standards of all the elementary schools of this huge place.

There is one endowed school for girls, where a good and sound education is given for 6*l.* 12*s.* or 7*l.* 16*s.* per annum according

* See account of second visit, p. 384.

to the age of the girl, and these fees include books, stationery, everything that is necessary. The school has been at work since 1882, and everyone speaks well of it, but it has only 93 girls, and some of these come from six miles off: I could only hear of one small private school, and that was a preparatory one; a few of the rich manufacturers send their daughters to a distance, hardly a dozen in all. Hence the *effective demand* for girls' Secondary Education in St. Helen's is less than one per thousand.

Bury is a town of much the same size as St. Helens, but it claims to provide education for many neighbouring places, and to include a population of between 200,000, and 300,000 in what may be called its scholastic area.

It, like St. Helen's, is a place of various manufactures, but as it has been prosperous for many years, it contains a far larger proportion of tradesmen and other middle class inhabitants. It has no school board, and a good many of its voluntary schools are in a somewhat struggling condition, but they all have a Sixth Standard, and a few can even boast of a small Standard VII.

Its most important girls' school is a good proprietary one subscribed for and governed by wealthy Bury people, both men and women being on its committee of management; this was established in 1884, and has gradually increased till it has 114 pupils, eight of whom are little boys; its fees are 12*l.* 12*s.* for the older girls, and less for the little ones. There are also 3 or 4 private schools, with considerably lower fees; these are of varying degrees of effciency, and the only one which can fairly claim to give Secondary Education has 40 girls; besides these, there is a so-called higher grade school, belonging to a Roman Catholic convent and taught by its nuns; this is attended by a good many girls of the lower-middle class, Protestants as well as Romanists, and about 30 stay on after Standard VII., nearly all of whom are preparing to be elementary teachers.

This gives 176 girls, who are receiving Secondary Education, in a place which has has 99,540 in its own parish, and which, according to the statement of one of its principal inhabitants made at a large public meeting, is the educational centre for the children of nearly 300,000 people. It seems probable that this gentleman forgot that the term "children" applies to girls as well as boys. In spite of this, which seems unsatisfactory enough, Bury is far from being in the same hopeless sort of educational condition as St. Helens: there, I looked in vain for any signs of even latent demand for better things; its evening classes, intended expressly for girls, such as those on domestic economy, cookery and needlework were wretchedly attended, and those who did come, had often forgotten, the "beggarly elements" of reading and writing which they had attained in Standard IV., and of course were unable to follow the simplest calculations: presumably, they had also forgotten how to sew. In Bury, on the contrary, Oxford extension lectures have been held for several years, both afternoon and evening; there are evening classes in many subjects, in connexion with the institute, and all are well attended by both

women and girls. The fees at the high school are prohibitive to many people, but the other schools, such as they are, are well attended, and the fact that more than half the pupils at the higher grade convent school are Protestants, is significant. There is evidently *demand*, which only lacks opportunity to become effective, and I have little doubt that a good "third grade" school with fees not exceeding 5*l.* per annum, which gave a sound commercial education up to 14 or 15 years of age, would be warmly welcomed and speedily filled.

There is one curious fact, about this question of demand for Secondary Education on the part of girls: the way in which they take advantage of the *unsuitable* teaching of the organized science classes when nothing else can be had, made me expect to meet with still greater eagerness, when *suitable* education was offered, but all the evidence I received went to show the contrary. Of course the fact that the fees are higher in the regular secondary schools has to be allowed for, but the comfortable looking homes from which many of the girls come, their dress and whole appearance forbids the acceptance of this as the whole explanation.

I have come to the conclusion that the standard of teaching in the elementary schools is the chief factor in the matter; where this is high, the demand shows itself in many ways, girls press into every sort of education offered to them, secondary schools and higher grade ex-standard classes, technical and manual instruction classes, university extensions lectures, all have good and intelligent pupils. Nor is this intellectual keenness confined to any special class; where it exists at all, it pervades all classes, the richer women go in the day-time, the poor are not kept away from the evening classes by long days of work in shops, schools, or even in factories: where, on the other hand, the elementary schools are struggling and the age of exemption low, we see a state of things, of which St. Helen's is an example at its worst, where the effectual demand for even efficient *primary* education has yet to be created.

This explanation accounts for the welcome always given to ex-standard instruction; for the very existence of these classes proves a specially high standard in the elementary schools.

When, therefore, a town shows no satisfactory demand for Secondary Education, the thing to be done is not to multiply cheap schools, or to offer attractive lectures on every imaginable subject, further popularised by a lavish magic lantern display, but to look to the state of the elementary schools.

(b.) *How far do girls from elementary schools make good use of such education as is at present provided?*—I take this question to mean, how far are such girls intellectually *fit* for such secondary schools as are within their reach? This, again, depends very much on the sort of elementary school a girl has attended, and the difference between their "sorts" is truly marvellous, not only as between one town and another, but also as between individual schools in the same town; for instance, the head-mistress of a

secondary school, situated in a very large and densely populated town, and who has one fifth of her pupils from elementary schools, told me that she placed girls who came from one special school in the fourth class, but that girls of the same age having passed the same standards, coming from any of the other schools, had to begin at the bottom, in her first class,—and yet these schools were every one of them examined annually by Her Majesty's school inspector. It was, therefore, natural that the answers I received on the question of fitness should differ somewhat in the different towns which I visited, but on the whole they were satisfactory, and I was able to collect a good deal of evidence.

I discussed the question with 35 head and three assistant mistresses; nearly all expressed their opinion that girls who came before they were 11 were the most satisfactory, before 12 there was no special difficulty, but that a girl of average ability, who had passed all her standards, had too many new subjects to begin and was rarely receptive; a clever girl who came on with a scholarship was eagerly welcomed at 13 or even older. Four or five of my informants spoke strongly of bad methods of teaching in elementary schools, and the consequent dulness of girls who came from them, but all the headmistresses without exception said they were far better prepared than those who came from the cheap private schools. In no case did a headmistress express any dissatisfaction with the morals or manners of girls from elementary schools, though one or two said they were apathetic and "too quiet" when first they came, but added that this soon wore off. I specially inquired of the mistresses of the schools with large per-centages of elementary girls, whether there was any trouble from copying, or coarse expressions, or provincial accent, but always heard there was none.

Several private school mistresses who charged somewhat high fees had never had girls from an elementary school, but only one lady said she should object to their admittance, while others spoke of scholarship winners being allowed to hold the scholarships at their schools as one of the privileges which they hoped would be granted to "registered" private schools in the future.

Opinions differed as to the average standard of elementary scholars in special subjects. All agreed that arithmetic was their *best* subject, but some headmistresses complained of the "style" of their work; the mathematical mistress at one school was very strong on this point, she said the girls sprawled the working of their sums all about the paper and cared about nothing but getting the correct answers; she also complained of their dulness in sums which required a little common sense reasoning, and said that when they had brought out the cost of papering a room at several hundred pounds it was impossible to make them see the absurdity of the mistake; it seemed as if their school lessons had no relation to their daily life.

Miss Day, of Manchester High School, and Miss Coombe of the Liverpool Institute, were the two headmistresses with the

largest experience of elementary pupils in my district, Miss Day having more than 100, and Miss Combe about 70.

Miss Day finds the arithmetic about on a par with that of her own girls; the grammar less good, though by no means worthless; writing and making figures quick and clear, but the reading very bad. Other mistresses spoke of this in terms of unmeasured reprobation, one going so far as to say that no child who had learnt to read in an elementary school could possibly be made to read aloud even passably; all agreed in calling it the worst taught of any elementary subject, the emphasis and intonation being bad, joined to a carelessness about small words which was most difficult to cure, and which proceeded from a total want of interest in the subject-matter of the reading.

Miss Coombe spoke in the same strain, specially praising the quickness in mental arithmetic of the elementary girls at the Liverpool Institute. For the rest, both ladies agreed that though they did not know a word of English history, geography, or French, it was not difficult to give them special instruction in these subjects, provided their numbers were sufficiently large, as the better girls were so anxious to get on that they picked them up quickly. They said that "object lessons," easy lessons in botany, and everything likely to stimulate intelligence and observation were even more important than instruction in special subjects.

Miss Coombe spoke very highly of the elementary girls who had come to her with scholarships, and pointed them out to me; they were certainly among the most interesting and pleasant looking of all the girls in the school.

Miss Day gave a brilliant account of the scholars who used to come to her, some of whom had paid their way at Owens and Girton by their successes. Unfortunately these have ceased for the last 10 years.

The above must, I think, be considered a satisfactory answer to the question of the fitness of elementary girls to take advantage of high school education. It should, however, be noticed that there is nothing to show that the girls under discussion came from the industrial classes; indeed the presumption is to the contrary, except in the case of the few holders of scholarships, as the fees of almost all the schools which I visited would have been prohibitive to even the well off among those who earn weekly wages.

(2.) *In what respects, both of number and kind, is the present supply of Secondary Schools for girls of all classes deficient? How does it compare with that described by the Schools Inquiry Commissioners* (1864–68)?

In reading the Blue Books of the 1864–68 Commission with their melancholy account of county after county in which all the girls schools from the highest to the lowest were spending their days, and the minds of their pupils, in handing on to yet another generation the frivolous and mischievous traditions of the last;

when even the most enlightened headmistresses wrote their regrets at being obliged to see the children entrusted to their charge waste *nine hours a week* on music, regardless of whether they had sufficient musical ability to give themselves or their friends the faintest pleasure as the result; when it was seriously doubted whether a girl's brains were able to grapple with the difficulties of vulgar fractions, and when it was generally considered that her physical and moral delicacy was so frail, that both would be injured by a written examination to be looked over by a strange man; in reading all this, and much more to the same effect, one's first feeling is one of unmixed and thankful satisfaction.

Bad schools still exist, but they are driven into holes and corners, instead of boasting of their shame. We have endowed schools for girls, as good as those for their brothers; we have 35 prosperous high schools, belonging to a single company, managed by a council composed of both men and women, who bring enthusiasm and experience to the task, and in these schools alone 7,111 girls are receiving an excellent education. Other companies, of which the Church School Company is the largest, have followed their example, while in many towns wealthy people have joined to establish one much-needed high school in their own locality; so that there is a net-work of day schools all over the country, with the immense advantage, as they are proprietary, of their being permanently established. There are also many private day-schools founded on the same lines, and hardly, if at all, inferior to these, in the character of the education given in them.

Public examinations, so often, and on the whole, so timidly discussed in the pages of the Blue Books, have long been open to girls, and the healthy competition with boys' work, with the attendant assimilation of the curriculum of boys' schools has done much to raise the tone of the work in girls' schools, from the lowest classes to the top. This has been specially useful in the case of private schools in country districts which still suffer from the isolation of their mistresses, though to a less extent than in the days of the Schools Inquiry Commission.

The oldest universities have opened their doors, (though not quite wide), to women, while new universities, offering the same advantages to them as to men, have sprung up as centres of learning and culture in the busy stir of the great manufacturing cities; these and other agencies have done even more than was prophesied by the Commissioners from "the opportunity of higher liberal education" for the teachers in girls' schools. Indeed, the whole race of assistant mistresses is so changed that it is difficult to believe that many are sisters and daughters of the ignorant and oppressed women on whom so much slightly contemptuous pity was bestowed less than 30 years ago.

If, however, one turns to Mr. Bryce's report of Lancashire, and takes his division of girls schools (Vol. IX. Schools Inquiry Commission, page 793) into "the cheap day-school and the

" genteel school in which, although day-scholars are not excluded, " the chief object of the mistress is to procure boarders," one finds that the satisfaction has to be pretty much confined to what he calls " the genteel school," and which I have incidentally described in the chapter on " Relations of Secondary Education to Life Career," under the head of *Private Schools charging High Fees.** —The improvement in these, with which I will couple the high schools and large day-schools (which were practically non-existent 25 years ago), as compared with the descriptions of every one of the reports contained in the " Public Schools Inquiry " Blue Books, is really marvellous; far greater, I should think, than was contemplated at the time of the inquiry. The boarding schools, now as then, are chiefly concerned with the more lucrative portion of their pupils, but it is found that a certain number of day-girls brings in a wholesome whiff of outer life. These schools are usually situated, either in the suburbs of large towns, or quite away from them in places recommended by their healthiness, as Southport, which may well be called the " Brighton of Lancashire "; one part of it seems made of nothing but schools, judging from the brass plates. Thanks to these, I was able to form some opinion of the buildings of numbers which I was unable to visit. They are generally large private houses, standing in their own grounds and looking well adapted for their purpose, though few seem to have been built expressly as schools. In those which I went over, the rooms were large and airy, the bedrooms comfortable though very simply furnished, and in none did there seem too many beds for health; if the numbers were large, there was often a difficulty in finding a suitable assembly room; in some cases, the entrance hall has been successfully arranged for this purpose; in one instance the wide staircase was also pressed into the service, and the girls rose, tier after tier, on the different steps.

In boarding schools, the provision for games and exercise of various kinds is usually sufficient, but some of the purely day-schools, especially if they are in a town, are sadly wanting in this respect. One or two schools boast of a private golf link, all have tennis courts; in some places the barn or stables of the former occupants have been turned into excellent gymnasiums or play-rooms for wet weather. One school which I visited in Southport has a boating club with an annual regatta, and a champion cup for the best rowing; a tennis club with champion belt won at the summer tournament; and a hockey club is just established to ensure interest in winter games. This is evidently a most popular school, and the long list of examination honours shows that the lessons are by no means sacrificed to the games.

It was pleasant to see the zest with which some of the younger mistresses entered into the play; on inquiry, I usually found that they had been at Oxford, Cambridge, or Holloway Several headmistresses spoke of the value of this phase of university training for teachers in secondary schools. One, who

* *See* page 297.

had been the principal of a rather old-fashioned school for many years, told me how a bright young mistress from Newnham had brought new life into the place, "I always wanted my girls to "have real games, and play them with spirit; but somehow they "never seemed to care for anything I proposed; just a few "played tennis, and that was all, but since Miss X. came, we "have cricket, in which they all join, and next year they are to "play matches against other schools. The tennis has become "quite a different thing; they even play hockey in the winter, "and I thought it dreadfully rough at first," the old lady said, "but they enjoy it, and no one has been hurt, so I suppose it is "all right; all the games are managed by a committee of girls, "chosen by the rest of the school, so I hope the games would go "on, even if we lost Miss X.; the girls' work is as much "improved as their play." I quote this as a strong evidence of the alteration in public opinion, for this school is one of the least affected by modern ways of any which I visited, and I have no doubt that if it existed at the time of the 'Schools Inquiry Commission" it would have been fairly described as one in which "girls suffer very much from the want of good games. A girl "of 16 looks upon the skipping rope and similar diversions very "much as a boy of 16 looks upon marbles. Hence at a day-"school there is hardly anything that can be called genuine "hearty play; and a boarding school has to fall back upon the "dreary two-and-two walk along the dusty highway, or the dull "suburban street." Vol. IX., page 818.

The education is quite as much altered as the recreation; after the above comparison it is difficult to put the case more strongly.

The former state of things all over England is summed up by the Commissioners in vol. I., page 548. "It cannot be denied "that the picture brought before us of the state of middle-class "female education is, on the whole, unfavourable.

"The general deficiency in girls' education is stated with the "utmost confidence, and with entire agreement, with whatever "difference of words, by many witnesses of authority. Want "of thoroughness and foundation; want of system; slovenliness "and showy superficiality; inattention to rudiments: undue time "given to accomplishments, and those not taught intelligently or "in any scientific manner; want of organization,—these may "sufficiently indicate the character of the complaints we have "received in their most general aspect."

I have not seen a *single school*, of the class which we are now considering, to which this description could be truly applied now, and according to the different reports of the Assistant Commissioners, Lancashire was not the county in which the most rapid improvement was to be expected.

The excessive amount of time given to *music* is one of the commonest complaints in the reports of all the districts: Mr. Bryce has made an elaborate calculation by which he shows that an average girl of the upper-middle class would have "sat before "her piano during 5,520 hours, at a cost to her parents of at "least 100*l.*" by the time she left school at 18. In all the more

expensive day-schools which I visited I found that while class-singing was learnt by all without extra charge, instrumental music had become almost entirely dislocated from the regular course of education; thus at a large high school of 250 girls, only 10 per cent. learnt music. The headmistress explained that this only meant that they did not learn from the teachers who attended that school, she did not know how many might have lessons at their own homes, but it seemed probable that a large number did not learn it at all; in fact, those who give extra time to drawing (which is exceptionally well taught at the school in question) could not have given the necessary time to it. This treating of music as a separate subject, to be taught out of th regular school hours, has done much towards bringing it down from its old perniciously important position. There is, however, one danger connected with it; most of the headmistresses of high schools with whom I conversed were fully alive to the danger of over-work on the part of the cleverer girls, and had invented time-tables of home work with other ingenious devices, to ensure that they did not spend too long hours over their preparation; but while the headmistress "does not know which of the girls "learn music at home," there is always the possibility of this care being made useless by long hours of music practice, exacted by independent teachers, and allowed by unwise parents. This is, however, a danger affecting few, while the gain of checking unmusical music is universal. The ladies to whom I pointed out this risk recognised it as one, but said, "After all, one must leave "*some* things to the common sense of the parents."

Obviously, the same musical arrangement cannot hold good with girls in boarding schools; the importance of the question had not occurred to me at the time of my visits to these schools, and I now regret that I did not find out in each school what proportion of the pupils were learning music. I can only hope that the same reformation has taken place there also, from the fact that music was hardly mentioned among the many matters discussed between private headmistresses and myself.

The distribution of time allowed to each subject, and even the subjects taken, vary considerably in different schools, but the time tables of boys' and girls' schools are far more alike than 30 years ago, when indeed, most of the latter do not seem to have worked by time-tables at all. The similarity is greatest in the case of girls' high schools, where the public examinations, Oxford and Cambridge locals and others, have most influence. I have taken the tables of the Manchester High School, Bury High School, and of one of the Girls' Public Day School Company's schools, as illustrative of the best day school education of this kind.

It is more difficult to give a fair idea of the distribution of time allowed to the various subjects in expensive private schools; in some, the curriculum resembles that of the high schools, and is even avowedly copied from them, in others the head mistresses are anxious to work out their own ideas, and so in a place like Manchester, which naturally attracts able and original-thinking

mistresses by the educational fervour in the air, one meets with great variety ; private schools are certainly the field for interesting experiments ; in one, modern languages are the speciality, French or German is made the vehicle in which much of the instruction in other subjects is given, and the girls talk both languages with such fluency that it seems as though one had crossed the channel; in another, manual instruction is the order of the day, and Sloyd is believed to combine a more or less complete training in accuracy and morals ; probably much of all this is evanescent, but a fair amount of success is ensured for the time being by the enthusiasm of the promoters of the experiment. I have given the time tables of two private schools, "*a*" a private high school, "*b*" one in which much time is given to English literature.*

Comparison of Fees.—In the high schools, whether endowed or proprietary, these are nearly always the same, 12*l.* 12*s.* per annum. At first sight this seems higher than the average fee in private schools 30 years ago, but the fact that it includes all the language teaching, class-singing, and class-drawing, makes it in reality considerably less. A glance at the "table of charges" in vol. ix., p. 796 of the "Schools Inquiry Commission" will show this, where the fees range from 4*l.* 4*s.* to 10*l.* 10*s.* per annum for "general work" ; on examination this is found to consist of English and arithmetic only, French being always an extra at 4*l.* 4*s.* per annum, German at the same rate, science is mentioned in one school only, and then it is combined with Euclid, and the two charged for at the usual 4*l.* 4*s.* rate. Latin seldom occurs, but where it does, 4*l.* 4*s.* is charged for it also. The charges for music, dancing, and painting are much the same as now.

The fees in the private high schools are less uniform, ranging from 8*l.* to 15*l.* 15*s.* per annum, these are both inclusive, though in the cheaper schools fewer subjects are taught.

The best private day schools are distinctly more expensive now than at the time when the above-mentioned table of charges was mentioned. On page 800 we find "the average scale of "charges may be represented as follows" (this is in the case of the best schools) :—

	£ s.	£ s.
"English" (including reading, writing, history, geography, grammar, and arithmetic) - - -	10 10	
French - - - -	4 4	to 6 6
German or Italian (the latter seldom or never taken) - - -	4 4	
Latin (seldom taken) - - -	4 4	
Drawing, use of the globes, natural history, astronomy, and so forth (as it may happen) - - -	4 4	to 6 6
Vocal music - - - -	4 4	and upwards
Instrumental music - - -	6 6	„
Dancing and callisthenics - -	4 4	„

* See p. 265.

This would come to 42*l.* per annum if a girl took all the subjects exclusive of Latin.

In comparison, I copy the charges of a good school which has 130 pupils, which has been established for many years, and in which much time and attention is certainly given to accomplishments. The headmistress told me that most of her pupils left at 16 to 17 in order to spend a year or two at a "finishing school" or on the Continent before leaving school altogether. It is considered an expensive school, but is by no means the most costly of those I visited. All the arrangements of class rooms, studio, &c. are excellent.

	£	s.	d.
General course of instruction under 12 -	25	4	0
„ „ over 12 -	29	8	0
(This includes languages, elements of science, &c.)			
Painting (apparently advanced drawing is included) - - - - -	6	6	0
Music, 9*l.* 9*s.* to 15*l.* 15*s.* I take the lower figure - - - - -	9	9	0
Practising with a governess half an hour daily - - - - -	(4	10	0)
Use of piano - - - -	(1	10	0)
Singing - - - - -	12	12	0
Dancing - - - - -	6	6	0
Omitting the use of piano and help of governess, this comes to - -	54	1	0

It appears from this that a Manchester or Liverpool merchant now pays a good deal more for his daughter's education than he did 30 years ago, *if* he choses to send her to a private school where she will consort almost entirely with the daughters of his friends and acquaintances, but he need not be pitied, as quite as good if not a better education is available at one of the high schools at less than half the cost; the one *real* advantage of the expensive school being that the classes are small and the staff numerous, so that a girl receives more individual attention than is possible at a high school.

Boarding schools too, seem to have become rather more expensive, though as the "boarding and general tuition" are usually combined under one head it is difficult to tell to which of the two items the increase properly belongs, but I think it applies to both. Many schools now charge 70*l.* per annum exclusive of extras, and one or two amount to 80*l.* per annum, whereas the maximum charge given in the tables (vol. ix. p. 796) is 57*l.* per annum. This is partly due to the fact that the character of the schools has changed, and that the "costly and fashionable school" is now represented in Lancashire, though to no very large extent.

For the subjects taught in high schools see page 19.

French is learnt by all, from the little children in the sixth class to those at the top of the school; the amount of time given

to German and the age at which it is begun, differs considerably even among the high schools, the same is true of Latin to a still greater extent. Mathematics and arithmetic still have a barely sufficient proportion of time in some of the schools; the time given to science differs very much, in many there is little theoretical and no practical work. Manchester High School stands out as a brilliant exception (see page 372), it makes good use of its excellent laboratory and lecture rooms, and of the instruction which, by special arrangement, is given to the most advanced pupils by professors of Owens College. In schools less fortunate in their equipment, botany is the favourite science subject, and seems to be intelligently taught and enjoyed by the girls. It is satisfactory to find that the time which can be given to history is devoted to that of our own country, instead of being split up into smatterings of French, English, Roman, and Greek, which appears to have been the old way. Ancient history is now learnt as an adjunct to classical studies only.

Religious instruction is rarely absent from the curriculum. In most schools it is taught according to the well-known "Cowper-Temple" clause, and I did not once hear of any difficulties. The schools (with a few exceptions) begin with prayers, and the exemption clause is seldom used. Several headmistresses said that they were surprised to find that even Roman Catholic and Jewish parents often wished their children to attend prayers and the Old Testament Bible lessons.

A considerable difference of religious denominations is often found in boarding schools, but without attendant difficulties. All attend school prayers and religious instruction, and on Sunday go to their own place of worship, under charge of a governess. In one day two headmistresses told me that their pupils always separated into *three* parties on Sunday mornings, and a third, who was herself a Nonconformist, said that about half the girls went to chapel with her, and the other half to church with a governess. It is satisfactory to feel that Mr. Bryce's report is still true, and that "the presence of children of different creeds "in the same school" (boarding) "neither prevents the mistress "from giving what teaching she thinks fit, nor creates any feeling "of separation or any jealousy among the scholars."

There is one danger which strikes one in examining the time-tables of schools of the present day, viz., that the brain of a girl of average intelligence in the fourth or fifth class may become puzzled with the multiplicity of subjects: this risk, which was pointed out in the Schools Inquiry Report, has certainly not decreased. The headmistresses seem aware of the danger, and I was told by several that German and Latin were rarely learnt by the same girl, and that in every class there were backward or delicate girls who were not taking all the subjects taught in it.

Formerly too much time was given to needlework, but I am inclined to think that it is now almost too much "crowded out" of many schools.

TABLE of Comparison of Hours per Week assigned to different Subjects in GIRLS' ENDOWED, PRIVATE, AND HIGHER GRADE BOARD SCHOOLS.

a. Indicates the highest form but one ; *b*. The lowest form but one ; *c*. Orgauised science school ; *d*. Commercial class.

—	Religious Knowledge.	Latin.	Arithmetic.	Mathematics.	Theoretical Science.	Practical Science.	English Language and Literature.	French.	German.	Geography.	History.	Art Drawing.	Class Music and Singing.	Book-keeping and Shorthand.	Manual Instruction.	Drill.	Domestic Economy.	Total No. Hours.
Manchester High School (*a*)	1½	3	¾	2¼	5½	2	2¼	3	3	—	2¼	—	—	—	—	¾	—	26¼*
Manchester High School (*b*)	1½	—	3	—	—	—	3	3	—	1½	1	1½	—	—	—	¾	—	19¾
Bury High School (*a*)	1½	1	3	2	—	—	1½	3½	1	1½	1½	2	1½	—	—	1½	—	22¼
Bury High School (*b*)	½	—	3	—	—	—	2	2	—	1	1½	1½	1	—	2	1	—	15¼
Liverpool Institute (*a*)	—	—	1½	2¾	3¾	—	2¾	2¾	3½	¾	1¼	1¾	—	—	—	1	—	22
Liverpool Institute (*b*)	—	—	4½	—	—	—	5½	3	—	1¾	1	—	—	—	1¼	1¾	—	20¾
East Liverpool High School (*a*)	1	2½	1¼	2	1	—	1½	2¼	2¼	¾	1¾	1½	—	—	—	¾	—	19¼
East Liverpool High School (*b*)	¾	1	3	—	¾	—	3½	3½	—	1½	1½	1½	—	—	—	½	—	18¼
Private School (1) (*a*)	1¼	3	3½	2¼	—	—	2¼	2¼	1	3	1¼	1	1	—	—	—	—	22¼
Private School (1) (*b*)	¼	—	4½	—	—	—	3½	1	—	2¼	1¼	½	—	—	1¾	1	—	22¼
Private School (2) (*a*)	1¾	2¼	2½	1¼	—	—	4¾	3¼	—	1¾	1	1	2¾	—	—	¾	—	22½
Private School (2) (*b*)	1¾	—	4	—	—	—	3¾	3	—	1¼	1½	1	2½	—	2¾	1	—	22
Manchester Higher Grade (Deansgate) (*c*) †	3¾	—	—	5½	7½	2½	—	4¼	—	—	—	2½	—	1½	—	—	—	27½
Manchester Higher Grade (Deansgate) (*d*) †	3¾	—	3	—	—	—	4	2	—	2	—	2	1	2	2	1	1	23¾
Liverpool Higher Grade, Brae Street	2	2	—	5	5	2	2	2	—	¾	¾	4	—	1	2¼	—	—	28¾
Manchester Higher Grade (Ducie Street)	3¾	—	—	4½	5½	3	1	1	—	1	—	2½	—	1	2	1	—	26¼
Bolton Higher Grade (Clarence Street)	2½	—	1¼	4¼	10	1½	1	1½	—	—	1	1	—	—	1½	—	—	25½
Oldham Higher Grade (Waterloo Street)	1¾	—	—	4½	8¼	3	½	2½	—	½	½	1¼	½	½	¾	—	—	24½

* Few girls learn all three languages, as reckoned in this total.

† Commercial class.

Teachers in Girls' Schools.—The time-tables in these schools bear witness to the improvement in their teachers, as Mr. Bryce's words, page 822, "There is not any reason why girls' schools "should not be almost wholly taught by women," have been proved to be true by the fact that in many schools, not only "almost," but quite every subject is taught by women, to the advantage of the pupils as well as to the income earned by female teachers.

Melancholy accounts of the incompetence of assistant mistresses occur in every Assistant Commissioner's report in the Blue Books of 1868. In Lancashire this is ascribed to three causes (vol. ix., page 563): (1) deficient education; (2) deficient training; (3) isolation. In vol. i., page 563, the Commissioners, after giving due weight to the existing unsatisfactory state of things and to the various suggestions for their improvement, sum up their own opinion as follows: "The main improvement in female "teachers is to be laid in the improvement of the schools in "which they are themselves educated, and this becomes a part, "and a most important part, of the general question before us."

This improvement in EDUCATION has taken place and has done all, and indeed *more* than all, which the Commissioners hoped. The benefit, too, is an ever increasing one, gathering strength in each teaching generation, which receives all that the last has achieved, and when it passes by in turn, sets the new generation on its way on a higher platform than the one from which it started.

"Women's colleges," spoken of by the Commissioners rather as "châteaux en Espagne," have had immense effect in this improvement, and it is interesting to notice how Miss Clough was 30 years ago, helping the Commission with "valuable suggestions" towards that "revival of learning" with which her name will ever be associated.

(2.) *Deficiency of Training.*—This is, according to many authorities, almost as great a cause of imperfect teaching now as it was 30 years ago. The advisability of regular training colleges, to which intending assistant mistresses in secondary schools should go for one or even two years, in the same way as teachers in elementary schools now go with their "Queen's scholarships" to the Normal Training College, is still a vexed question, round which controversy rages at least as hotly as it can have done 30 years ago. Two of these training colleges, the Maria Grey in London, and the Teachers' Training College in Cambridge, have been opened, besides one in connexion with the Ladies' College in Cheltenham; but the numbers of their students are not large, and there are no "Queen's scholarships" to defray the very considerable expense attendant on passing the requisite time in them to obtain their certificate.

One point in connexion with this question is not sufficiently recognised, and that is the extent to which the best secondary schools are now training their own teachers; this movement has taken place so quietly as to have been little noticed, but the time

seems to have come for its recognition and enlargement. In almost every school on high-school lines, and in many of the expensive private schools, *student-teachers* are to be found, two, three, or more as the case may be, from 17 to 20 years of age, pursuing their own studies to some extent, but spending part of their time in helping with the teaching; the proportion of this "*part*" depends on the age and attainment of the girls, the younger ones would probably do but little teaching, and work with the head class in all but certain subjects, the elder would be preparing for some examination, and would give all their time, with the exception of their work for this, to teaching; these sometimes receive a small salary; the younger ones receive their teaching in return for their help.

The amount of definite *training* differs greatly according to the school. In the kindergartens of the schools I visited, I usually found two, sometimes three, student-teachers teaching the little ones, or sometimes listening to a special lesson, and evidently receiving valuable help from the trained Froebel mistress at the head of the class. In some schools, the plan is that one or two of the experienced assistant mistresses should have a student-teacher specially attached to her, helping her by giving individual attention to dull or backward girls, correcting some of her note-books, and in return being helped by hints, and sometimes regular lessons in how to teach; in other schools, the student-teachers help different mistresses at stated times; in others, especially those in which the fees are too low for the number of subjects taught in them, a great deal is left to the student-teachers, with a bad result to both teachers and taught, but in my visits these schools were as 1 to 10.

Abundant testimony is borne to the usefulness of this system at its best. Experienced headmistresses told me that they preferred to engage young mistresses trained by themselves, or in schools with which they were acquainted, rather than those who had gained a certificate in one of the regular training colleges, of the teachers sent out by which, they did not, as a rule, speak highly. It should in fairness be stated, that the ladies who expressed this adverse opinion of "trained" teachers had in no case employed or seen enough of these teachers for their opinion to have much weight. Their favourable opinion of the training of student-teachers had far more to go on, and, in my opinion was decisive; and for this reason it seems well worth while to consider how the system could be improved.

At present it is far too much a matter of chance; and even in the best schools which I visited, there is none of the regular training in teaching given by a "mistress of method" in training colleges, nor is this possible so long as each school gives the whole training of its student-teachers within its own walls; few schools have a teacher who *could* fulfil these duties, and the schools where one is found both able and willing to undertake them, made extra difficult by their being to some extent "*en amateur*," are rare indeed.

If student-teachers did the same work, and received the same help as now in their own schools, and if in addition a *central class*, under a really good "mistress of method" were formed in the large towns, with moderate fees, open to all the student-teachers in the secondary schools, this difficulty would be met. The lectures on teaching, remarks on notes for lessons, &c. should be held on Saturday, and the "practising classes" taken during the week in rotation in the various schools to which the student-teachers belonged, provided these were willing to lend themselves for the purpose. In some such way as this, a large number of small "training schools for secondary teachers" might be established, and intending mistresses would receive the exact kind of training needed by them, in as useful, if not as systematic, a manner as in a regular training college.

(3.) *Isolation of Teachers.*—This, the third cause of the inefficiency of teachers dwelt on in the report of Lancashire schools, still exists to some extent, especially when the mistresses are attached to schools in small towns and rural districts, but the women's colleges with which their students often keep up a close relationship, and the various associations for teachers of all grades, put women on much the same footing as men in this respect, and it is now the fault of the mistress herself if she never attends meetings at which she can compare notes with other teachers, and never takes part in (or at least listens to) useful discussions of fresh text-books and new methods of teaching.

Salaries of Teachers.—These have been reported on in the chapter on "Cost of Education," page 312, where this is compared with that at the time of the Schools Inquiry Commission. I will not trouble the Commission with further remarks on the subject here.

In conclusion; the supply of good and expensive schools both public and private is abundant in many of the large and busy towns in my district, but in some, *no* public high schools exist, and strange to say, private enterprise has not stepped in to supply their place. Thus, in Rochdale (see p. 112), with 70,000 inhabitants, there is only one private school to which parents with the faintest knowledge of educational matters can possibly send their children; it has less than 60 girls, and is in wretchedly inadequate buildings; Warrington is even worse off. In Oldham no school of any importance exists beyond the higher grade board schools, but this deficiency is being supplied, and a good endowed school on the Hulme Trust foundation will shortly be opened. At Wigan the Church Company's School fills the void, but is rather too much on special religious lines to be fit to be the only important secondary school in a place of its size. There are many smaller and less populous towns where there is no even fairly good secondary school. Nevertheless, the supply is gradually increasing, and year by year some empty space is filled, so that in comparison with 30 years ago, the improvement in the supply is great, though it cannot be said to have kept pace with the improvement in the schools themselves.

Cheap Secondary Schools. How does their supply and kind compared with the description given by the Schools Inquiry Commissioners (1864–68)?

So far, the reply to this question which has been confined to high schools and expensive private schools has consisted almost entirely of a registration of improvements, and has indeed resembled a triumphant march rather than a critical inspection.

Now, however, we come to a very different state of things. It seems as if the sweeping reformation in girls' schools which has done such wonders for the schools of the daughters of the rich merchant and of the labouring man, has, to a great extent, passed over those which are attended by the daughters of the lower middle class. As in 1868, so in 1894, there are thousands of persons of this class, even in large towns, who must be puzzled how to educate their girls.

Mr. Bryce's description (vol. ix, p. 826) applies now as truly as when he wrote it. "The education received by girls of what is "called the lower middle class, daughters of persons whose incomes "range from 150*l.* to 600*l.* per annum (excluding the professional "men), is considerably shorter" (compared to that given in expensive schools), "stopping at 14 or 15 instead of 17 or 18. "The great majority of people of this class—the clerks, ware-"housemen, and shopkeepers, with the highest grade of artisans "—live in towns and send their children to day schools. I will "suppose, therefore, that the typical girl of this class, daughter "of a clerk with 200*l.* per annum, or of a grocer in one of the "manufacturing towns, goes to a day school. She is nearly ten "years old when she goes, and has learnt at home little but "reading and how to hold a needle, that being pretty well all her "mother or elder sister can teach her. In the school, which is a "small one, she is perfected in reading, learns spelling from a "book, of which she repeats half a column daily, learns geo-"graphy and English grammar, both by rote; does sums out of "an arithmetical text-book twice or thrice a week, and reads "in Goldsmith's History of England. An hour or two in "the afternoon is also devoted to needlework, plain and ornamental, "the latter being especially precious in the eyes of farmers' wives. "And if her parents are rather more ambitious than their neighbours, she is taught French and takes lessons on the "pianoforte, spending, however, far less time in practising than is "spent by pupils in the genteel schools. This course of study—"interrupted, of course, by frequent absences from school when "the day is wet, or she is wanted to mind the baby, continues "till the girl is 14 or 15. Everything, except perhaps the music, "and in rare cases the French, is taught by the mistress, either "single-handed or with the assistance of a younger sister, or a "governess who gets 15*l.* to 20*l.* a year and her board. The "rooms are those of a small private house, low-roofed and stifling; "the playground is a backyard surrounded by houses."

I might have given this description word for word of some of the schools I visited as far as its general features go, but I did not consider myself instructed to see the text-books used, and examine the lessons actually given, nor would it have been possible in the time at my disposal.

I have now in my mind one school, kept in a small house, where 50 poor children, one of whom opened the front door for me, were cooped up on a broiling afternoon in June. They were all in two rooms, which I was not allowed to see, but I was told that the larger of the two was the same size as the "drawing-room" in which I was received, so I could judge what the size of the other must be! I apologised for keeping the mistress from her class, and was told that no class lessons were given in the afternoons, the whole of which were devoted to needlework, mostly fancy work, as "the parents valued this very much." This school was the largest, and was said to be the best, in a town of over 70,000 inhabitants, with the exception of one, the fees in which put it quite out of the reach of the lower middle class. It had been kept for many years by a lady who is now elderly, and I could not make out that there was any regular assistant, the older girls helping with the little ones, and certain lessons being given by visiting teachers. The *clientèle* consisted of small tradespeople living near, some of whom disliked the mixture of boys and girls in the elementary schools and so sent their children when quite young, while others sent their daughters, after they had passed their standards at the elementary schools, for one or two years of "finishing."

Cheap private schools seem to differ in one respect from those described in the 1868 reports, viz., in the age at which children begin to attend them. All which I visited, and many more which were described to me, had some quite small children, often as young as four or five years of age, little girls and boys together, corresponding to the "kindergartens" of the better schools, and taken at very low fees. It is now the fashion in all classes to send children to school very young, and the description, cited above, of the little girl taught the beginnings of reading and needlework at home before beginning school, would now seldom be a true one. Children learn even their letters at school in many cases. I was informed in some towns, on what seemed to be good authority, that schools entirely of little children called either "preparatory" or "kindergarten," according to the fancy of the proprietor, were among the worst of the private adventure schools: "Anyone thinks they can teach little children, so if "a lady is left in poor circumstances, or a girl wishes to add to "her dress allowance, she puts a plate on the door, talks of her "plans to her neighbours, and says how fond she is of teaching "dear little children, and she is sure to get a certain number." This was said with some bitterness by the principal of a good private school, who had laid out capital on all the appliances of a first-rate kindergarten class, and was paying a high salary to a

mistress trained in a Froebel college, and who had lost her numbers gradually by this starting of little classes all round her.

Perhaps it is not surprising that cheap private schools should have improved so little in the last 30 years, for after all, their principals are trying to solve an insoluble problem, viz., to make cheap and small schools self-supporting, whereas the very essence of success in a cheap school, is that its classes should be large, *i.e.*, if it must pay its way unaided.

But it is surprising, as well as disappointing, to find that in Lancashire at any rate, the earnest recommendation of the Commissioners in favour of the establishment of "third grade schools" should have had so little effect, *none*, as far as the largest places are concerned.

In some of the less important places, compared to Manchester and Liverpool, the class with which we are concerned is better off. St. Helens has only one secondary school for all classes, but its fees, 7*l.* 16*s.*, inclusive of all expenses, puts it within reach of the better off in the lower middle class, though I could not make out that it was much used by them.

Wigan has a Church Company School, with exemption clause, fees 9*l.* 9*s.*; these are rather high, but the school is attended by the daughters of tradespeople of all denominations. There is also a private "High School for Boys and Girls," kept by a master; its fees are low enough, and the education given is said to be fairly good; the best pupils go in for the Cambridge Local Examinations. Bolton, too, has a Church Institute School, with the same fees, 9*l.* 9*s.*, which comes between the high school and the higher grade board schools, which are in great force there, but as its religious instruction is distinctly Church of England, *without* exemption clause, it can hardly be said to be sufficient to fill the public want.

None of these schools are exactly what I understand by the Commissioners' third grade school, and before I obtained vol. ix. of the Schools Inquiry Commission, I singled out the girls' division of the Liverpool Institute as the only school in my district which (with one increasing defect, to which I will refer later), in fees and many other respects was typical of the sort of school needed in all our large towns. Mr. Bryce says, "In both "Manchester and Liverpool there are places where a sound "training may be had at very low fees. The most remarkable "of these is the girls' school in connexion with the Liverpool "Institute, where 300 girls (daughters of clerks, shopkeepers, "and the better mechanics, with a few children of professional "men) receive a good useful education, at 5*l.* 12*s.* per annum, to "which they may, if they please, add accomplishments as extras. "In Manchester there is no public girls' school of the same "magnitude, but I found two private schools of this class of very "considerable merits. Although the fees were not very high, in "one of them only 3*l.* 11*s.* to 3*l.* 7*s.* per annum (French, of "course, being an extra), the teaching in both was solid and "useful, and in one of them the performances of the pupils in

"arithmetic were highly creditable. In Liverpool, too, there "are a few such, and every here and there through the other "parts of the county it is possible that there may exist cheap "private schools of some merit, kept probably by some one from "the Government Training College. But such schools must be "extremely few, for I did not come across them or hear of them. "Those which I visited in the manufacturing towns and in the "rural district were either bad (except one or two which might "be pronounced just tolerable), or else were restricted by the "scale of their charges to persons of a somewhat higher social "position." Vol. ix., page 829.

This extract written 30 years ago represents precisely my experiences of to-day, with this difference, that I did not succeed in finding any good and cheap schools in Manchester, either public or private, but it must be remembered that my inquiries were much less thorough than those made by Mr. Bryce, and that as I had so little time to spend I devoted most of it to endowed, proprietary, and higher grade schools, so such might possibly exist, without my having heard of them. A good deal of negative evidence I did receive, in Manchester as well as other towns, in the shape of complaints of the crass ignorance of children who have begun their education at the cheap private schools, when the time comes for them to be received into the high or other good schools.

It is certainly true that Manchester, with its network of admirable schools of every conceivable kind for the daughters of the rich, has no *public* school at all for the daughters of its large and important lower middle class, and it seems strange that the three endowed schools on one foundation should all be for girls, whose parents are presumably less in need of aid towards educating their daughters than the class which has been neglected.

There is no doubt that the education within reach of this class is *comparatively* worse than it was 30 years ago, and that it is actually better is due to the immense improvement in elementary and higher grade board schools, and to the good sense of the parents, who prefer to send their children to them instead of to the more showy but far less efficient private schools. This "good sense" marks a great alteration in public opinion since Mr. Bryce wrote of the Liverpool Institute School (vol. ix., page 597):—

"The school deserves to be remembered as an instance of a victory over the prejudice common among parents against sending girls to a place where they must mix with a great number of companions, and it may in some respects be held up as a model for imitation in other cities, where, for want of such an institution, girls who do not belong to the wealthier classes are left to pick up a meagre education at ill-taught private schools."

Truly, that thin end of the wedge has burst the door wide open now, when we see daughters of tradespeople, lawyers, doctors, and clergy not only attending the same schools as the *daughters* but as the *sons* of the artisans!

But though the elementary schools, in their greatly improved condition, are decidedly better than inefficient private schools, all

their standards are passed by a clever girl before she is 13 years of age, and ex-standard classes are still rare; it is therefore very hard that the class, willing and able to pay from 4*l.* 4*s.* to 6*l.* 6*s.* per annum, should be the only one for the daughters of which there is no suitable school. We still need, as much or more than in 1868, "in every town large enough to be worthy of a grammar "school, a day school for girls under public management, where "a plain sound education should be offered at the lowest prices "(from 5*l.* per annum upwards) compatible with the provision of "good salaries for teachers, and which should be regularly "examined by competent persons thereto appointed." Vol. lx., p. 836.

At this date 5*l.* means more than it did 30 years ago, and is probably the maximum rather than the minimum limit, if the school is to really benefit the class for which it is intended; and it is possible to make a school self-supporting at this, provided its numbers are not less than 150, that some of the teachers have been trained to teach large classes, and that its curriculum is such as is suitable for girls who will leave school at 15 years of age, or 16 at the outside.

But even more important than the question of fee is that of *outside management*, in order that the school should be kept to that for which it was intended, viz., a "third grade school." The cheap secondary school splits on the rock of ambition oftener than on any other, and, unfortunately, the better the headmistress the greater the danger. It seems almost impossible for a clever and enterprising woman at the head of such a school not to try to keep her best pupils beyond the age for which the school was intended, or having succeeded in this, not to send them in for public examinations, success in which will not only be to their own advantage, but will also redound to the honour and glory of the school; this necessitates enlarging the curriculum, and so on. The school, which could pay its way while its number of subjects was strictly limited, gets into difficulties and is obliged to raise its fees, and straightway falls between two stools; it is too expensive and also less suitable, for the class for which it is meant, and is not wanted by the class above. It rivals without equalling the established high schools, is felt to be underselling them, and instead of filling a real need ceases to be of much use to anyone. Everyone who has watched girls' education for the last 20 years has seen this happen again and again. The special school which suggests the above description is a private one, now in the stage of comparative uselessness, with greatly diminished numbers.

Some outside management, strong enough to defend such schools against themselves, is therefore of primary importance. It was a tendency towards this enlargement of aims, that I hinted at as the "one defect" in the excellent Liverpool Institute School. In 1868 its fees were 5*l.* 12*s.*, they now range from 4*l.* 4*s.* to 8*l.* 8*s.* per annum, according to the age of the pupils. These fees are really lower than before, when French, German, drawing,

and callisthenics were all extras. Now all are included in the regular work of the school and French is learnt by every child, whereas formerly it was only taken by 14 per cent., then 3 per cent. learnt German, now it is taught to almost half the school, and, naturally, the school has ceased to be self-supporting. That French should be learnt by all, is only keeping up with the times; the wisdom of teaching German is more doubtful, and that of teaching Latin, which has lately been begun in the top class, is more doubtful still.

The headmistress told me that about half the school left at 15, the majority of whom began at once to earn their own livelihood, mainly in shops, dressmakers', or milliners' establishments, or the post office; probably few of these girls had reached the class in which Latin is taught, but surely the time spent on acquiring a smattering of German, would have been better expended on a more extended knowledge of the literature of our own country. It seems as if these changes were symptomatic of a real alteration in the purpose and aims of the school, as it now has a large board facing the street, with *Girls' High School* on it. Any change which would lessen the usefulness of the school to the lower middle classes of Liverpool, would be a calamity to the city. I have dwelt on this at length, because the precise grade to which each sort of public school should belong, is a most important matter in duly providing our large towns with proper secondary provision for its girls, and this must be decided from outside the school. Age, fees, and curriculum combined should decide the grade of the school, and when once decided, no deviation from them should be allowed, though means should of course be taken to help the exceptionally clever children into the grade above.

To sum up: There appears to be no deficiency in *kind*, though still some in *number* of high schools and expensive private schools.

The deficiency in *cheap* schools, both in number and kind, has improved but little since 1868, though higher grade board schools make it less felt in the largest towns.

(3.) *In what respects, if any, does the Secondary Education required by girls from the industrial classes differ from that required by boys from the same classes, and, in particular, would it be proper—*

(*a*) *to add a technical side to the ordinary school in each grade; or*

(*b*) *to supply special schools with a curriculum leading up to the practice of the home arts, and other feminine industries?*

In considering whether girls from the industrial classes require a different education from that of boys, I shall interpret the word "require" from an utilitarian point of view, and shall not even attempt to solve the question as to how far the ideally best education for the two sexes would or would not be similar.

In the Secondary Education given in the ex-standard classes of elementary schools, we have an example of the same teaching given to both sexes; the subjects being chosen almost entirely from a pounds, shillings, and pence point of view, and necessarily with little regard to the girls.

Roughly speaking, men are the breadwinners; therefore, these classes, whether called higher grade or organised science schools, are, in the first instance, established with a view to what will best help the boys (sometimes, for a time, they are only open to boys), girls are graciously allowed to attend them, and learn side by side with their brothers, but none of the many headmasters of these schools with whom I conversed, even pretended to think the education good for the girls; their breadwinning capacity is in any case too small to make it worth while to consider whether the subjects that will best help the boys are likely to be of any service to them. Besides, the choice of subjects in these schools is limited by what South Kensington will give grants on, and South Kensington also has looked at the question wholly from the masculine point of view.

In the technical schools, which come after the organised science, as Owens comes after the Manchester Grammar School, these considerations act with even greater strength, as will be seen from a glance at the list in the Bolton Syllabus of the "Technical and Manual Training School," which I copy by chance from a heap of similar ones: "Bleaching Cotton, Cotton Spinning, "Carpentry and Joinery, Designing, Dyeing Cotton, Electrical "Engineering and Lighting, Framework Knitting, Plumbing "and Sanitary Engineering," &c.

It is not surprising to find no girls at this school, in spite of the excellences of its machinery and appliances, and of the notice that "ladies are admitted to these classes."

All the technical, technological, and manual schools have the same object—to give practical and scientific instruction in the prominent industries of the town and neighbourhood in which they are situated; the *practical*, for the individual advantage of the pupils attending the school, the *scientific*, in the hope of raising the average level of manufactures in the district. From a large number of these industries women are excluded from lack of the necessary physical strength, from others by custom or prejudice, from others, by a combination of the two reasons. In the trades to which they are admitted they rarely advance beyond the least skilled and worst paid departments. Here the vicious circle comes in, one hears that "women are only employed on easy work, "because they are unfit for the more skilled departments for want "of training," and on the other hand "girls are not trained "because the manufacturers only give them the easy work."

It will be hard if no effort is made to widen the work of the technical schools, and offer training to girls, either in some trades hitherto closed to them or in the skilled branches of industries in which they now only do the easy work. I feel too ignorant of the difficulties to be overcome to do more than throw out a vague

suggestion; but it seems that a useful experiment would at any rate be tried if one or two leading manufacturers would promise to give employment in some of the more delicate parts of their work, provided the technical school in the place would train a set of girls, and make them at least as efficient as the lads at present employed. Many interests are involved, and the change would have to be managed with tact and by experienced men.

To return to the present state of things, girls do, "*faute de mieux*," attend the organised science schools and the ex-standard classes with the boys, in the proportion of about one to three in my district, and stay one year. About half of these girls become pupil-teachers. There are also classes, mostly in the evening, in dress-making, laundry, and cookery, and these are nearly always well attended, though there are sometimes complaints that the cookery is less useful than it would be if the stove and appliances were more like those to be found in an ordinary small house. The art classes also are well attended in many places, those in the day have more girls than boys belonging to them, but these girls usually come from a rather richer class than the industrial. There are also lectures on nursing, domestic economy, and practical hygiene (which seems to be a mixture of the two), and various other subjects, all useful, but too desultory to form any systematic secondary instruction.

On page 265 will be found the time-tables of the most important organised science schools and ex-standard classes in my distirict. These are all attended by boys and girls, though very few of the latter are found in any but the first year courses. I have also given the time-table of the commercial class at the central higher grade school in Deansgate. This is attended by girls only, and has from 50 to 70 pupils. It is the only instance that I have seen of effective consideration for the needs of girls, and it is to be noticed that this is found in the only large higher grade board school in which there are separate girls' and boys' departments.

These time-tables show, without need of further proof, that if higher grade schools are giving the Secondary Education *required* by boys from the industrial class, it certainly is not the same as that required by girls from the same class. They also suggest a doubt whether it is wise to encourage mixed classes of students above the elementary age without carefully safe-guarding the interests of girls.

If, then, girls from the industrial classes are not receiving the sort of education they require in the ex-standard classes they are at present attending ith boys, we have to consider in what respects the Secondary Education which they ought to have differs from this.

These classes have for their object the preparation, more or less direct according to practical exigencies, of boys for the various trades in which they are to earn their livelihood. Ought the Secondary Education of their sisters to have the same object, and prepare them directly for the earning of a livelihood? In other words:—

(*a.*) *Should a technical side to the ordinary school be added*; or (*b.*) *Should special schools, with a curriculum leading up to the home arts and other feminine industries be established?*

The whole question is far more complicated in the case of girls than of boys; for them all the industries in England are open, and the questions to be decided are, first, which industries lend themselves best to scientific instruction, *i.e.*, which depend least on the mechanical sleight of hand, which only comes with use; and secondly, which are most largely represented in the manufactures carried on in the towns in which the school is held.

In considering the same question for girls, we have first of all to find out what means of earning their livelihood are open to them; it would be worse than useless to spend a year or more in teaching girls the intricacies of a trade, and then find that no possibility of using her skill was open to her.

Concerning this question the Commissioners wrote (vol. i., page 570): "But in our actual state of society it cannot be "denied that there is some want of 'motive power' to stimulate "intellectual exertion on the part of girls. There is, however, "much that will tend to rectify this state of things. It is con- "nected with the subject, so much discussed of late, of new "openings in life for women in branches of employment not "hitherto pursued by them. On this subject, too, not much can "yet be said with confidence. Even in America it cannot have "been said to have made much progress; and in this country it "is spoken of as still uncertain, tentative, and prospective." These words, still true to a large extent of the class of whom they were written, are even more so of large numbers of poorer girls, to whom earning a livelihood in some way is an imperative necessity.

There are, probably, *some* trades in which the difficult and well-paid departments are not wholly monopolised by men; in which case girls should take advantage of the best training open to them in these, in order to hold their own in them; this training would be best given in the technical institute of the place, probably in a mixed class. Putting these aside, there remain those girls who are not preparing for any special trade, but whose parents, of the industrial class, are willing to allow them to stay one, possibly two years at school, after passing their standards. We have little data from which to arrive at even a rough idea of the number of these girls; some, in many places *all*, go to the cheapest and worst of the private schools, others to the ex-standard classes, where such exist; but these are little guide as to numbers, as they are largely attended by children above the industrial class, in the present dearth of secondary schools, better suited for them. Those pointed out to me as being of the *industrial* class, were, with hardly an exception, intending to be pupil teachers. The chemistry, applied mathematics, &c. in which they were spending almost their whole time, cannot be called direct preparation for this calling, but I was told that these had their use, as intellectual gymnastics, in strengthening

the mind, and thus, *indirectly*, making it easier for the girls to pass the numerous examinations in store for them.

These girls, added to those who are said to form a large contingent in the private adventure schools, seem to show a considerable demand for some sort of Secondary Education on the part of the industrial classes, sufficient, at all events, to fill one large class for a first year's course in all the large towns. Whether suitable teaching would stimulate desire for a second year's course remains to be proved. Experience seems to point to the elementary schools as the place where they could be held with most success.

In considering the sort of teaching required, three types of girl must be borne in mind: (1) those who will live at home and help their mothers, perhaps, eventually, go into service; (2) those who will begin to earn at once, in shops, as milliners or dressmakers, or a few of the best in the post office. These employments will be followed in all towns, but the question of work in factories depends greatly on the special town; in some, as Bury, where comparatively highly-paid posts are open to women, this will be a large contingent, in others, the work in factories is so rough and poorly paid that it will only be resorted to by the very poor, hardly at all by the section of the industrial classes under consideration; (3) those who will become pupil teachers, and eventually, elementary mistresses; and their instruction from an outside point of view, is the most important of all.

It is evident that none of these types require specialised technical instruction, though a good deal of teaching, in what may rather be called *practical* subjects, would be useful to all, specially to the two first. All equally need to be made, if possible, to find some pleasure in intellectual pursuits, to pause over their reading and think of what it means, and to dissociate the idea of school from the hurry and skurry of annual examinations. The kind of curriculum suitable for these classes may be seen in the time-table, page 265, of what is called the "commercial class" at the Central School, in Deansgate, Manchester (this is fully described in the account of Manchester, page 375.) This class is confined to girls, and the education consists of French (the best beloved of all subjects in the lower middle and industrial classes), literary and commercial subjects, drawing, and singing, while the practical instruction includes needlework, cookery, and domestic economy.

If only other towns could have what the Manchester School Board has, for several years, given to its girls, there would be no need of further schemes so far as the industrial class is concerned. This is, unfortunately, impossible, simply because these classes at 6*d.*, 9*d.*, or even 1*s.* a week, cannot be self-supporting, and no supplementary funds are available. Manchester has one of the richest school boards in England, and its ex-standard, or rather organised science school at Deangate, is so exceptionally successful in earning grants that it is probably more than self-supporting, and can hand over a surplus for the girls' commercial class.

In other places the school board can only provide schools, and the ex-standard classes find it hard to support themselves by grants from South Kensington and payments from the children.

The most feasible plan seems to be that the Elementary Education Department should come to the aid of the older children, and should allow *one* school (or in very large towns, more thon one), called, as now, a "Higher Grade School," to have an Eighth and Ninth Standard, in which the classes should be separate for girls and boys, unless special girls wished, for any purpose, to join the scientific work of the boys. The boys' classes also would be modified, as there would then be no need for them to earn all their sustenance from the Science and Art Department, though doubtless they would still take a good many of its subjects, and be examined and earn grants as now, but as their capitation grant would come through Whitehall, and their time-table would be submitted to Her Majesty's Inspector, he would see that a due amount of time was given to literary subjects.

This Department has already shown its willingness to adapt its curriculum to modern requirements, and there is now sufficient choice of subjects allowed in the ordinary schools. It would be advisable to treat the higher grade somewhat differently from the ordinary schools in the lower standards; *e.g.*, it should be possible to take some specific subjects rather earlier than the Fifth Standard, and some bifurcation should be allowed in the Seventh, enabling certain girls to devote extra time to drawing, if they wished to take up art in the ex-standards; perhaps, too, more "practical" work should be possible for those whose future would lie in that direction. Every elementary school is now examined in drawing by South Kensington, and earns grants in that subject, the only difference in this respect between the ordinary standards and the additional ones in the higher grade schools, would be that the latter would always have a larger proportion of its examination and grants from that department in the boys' ex-standards, and in the girls' the proportion would be determined by the subjects which each school judged best for its special needs.

One difficulty would be met by this plan in a more logical way than by any other. All authorities agree in saying that children now pass the ordinary standards in elementary schools more quickly than they used to do, so that it is now common for a sharp child of 11 to have passed the Sixth Standard, and be obliged to leave school, unless it happens to possess a Seventh Standard; on the other hand, the feeling against the employment of young children in factories is increasing, so that the idle time at home, allowed by all to be most mischievous, is likely to increase in two ways. At present, the establishment of Seventh Standards in more schools would partly meet this difficulty, but as the homes in which the children live become more permeated with the advantages of compulsory education, they will slip through this also, before they are old enough to go to work. I have already seen some clever little creatures in higher grade schools, who had passed the Seventh Standard before they were 12. It is surely

advisable to be beforehand in providing facilities for a longer attendance at school.

At present very few girls stay more than a year in the ex-standard classes, and it is doubtful whether a more suitable education would keep them longer. In 1868, when Mr. Fitch was treating of the same difficulty of providing for a short course of cheap Secondary Education for boys of the lower middle class, he describes a boy who has attended a good elementary school till he is 12 or 13: "By that time a boy has gone through the ordinary "course of instruction, and has probably passed through the six "standards. The parents not unnaturally suppose that he has "learned all the school can teach him, and, since they are willing "to give him one or two more years of school life, they remove "him to another school. A cheap boarding school is generally "selected for this purpose, and, in it the pupil is expected to "'finish.' Yet he is at least as likely to lose ground as to make "any further improvement." The new master's "methods are "different, and his aims are not higher." "It is clear that the "wisest course would be in such cases to finish the education in "a higher class of the same school in which it had been begun. "But higher departments of this kind rarely exist."

Mr. Fitch goes on to propose that "a Seventh Standard, "extending to grammar and the higher arithmetic, and an Eighth "including geography and history, the elements of algebra or "Euclid, and an alternative of English composition, or the Latin "grammar might be devised for older pupils." Part of this recommendation has been complied with; it remains to modify the rest to suit modern requirements and to add to it by a Ninth Standard; in time a Tenth may even become necessary. Mr. Fitch's reasons are even more true now than when they were written.

There is a strong feeling against allowing any part of Secondary Education to pass (1) under the management of school boards. (2) into the hands of the government.

As to (1) it must be granted that school boards, especially the smaller and less important ones, are not the best administrators of Secondary Education for the industrial classes, but the question should have been argued 10 years ago. The need for third grade schools was urgent for 20 years after it was pointed out by the Schools Inquiry Commission, and it was to meet this need on behalf of the *lower middle class* that school boards stepped in, and established these higher grade and ex-standard schools, of which the industrial class reap the somewhat doubtful advantage.

And as to the second objection, the answer is much the same; the thing is already done, only the department is at South Kensington instead of at Whitehall, and most people who have worked under both departments, prefer the latter, on account of its greater adaptability to varying needs. This may be only a matter of private opinion, but greater experience in dealing with the problem of general education must be granted by all to Whitehall.

But supposing that both objections are so well founded that it is decided to provide Secondary Education for the industrial classes at a cheap rate independent of school boards. How is it to be done? The difficulties appear insuperable. Take the most favourable case, that school boards put their buildings at the disposal of the superseding authority. Would this put in its own teachers to share the schools during the same hours with the teachers under the elementary authority, or would the *same* teachers be partly under the command of both, drawing a salary paid partly by each authority? The suggestions need only to be made to show the absurdity of them.

Different buildings, therefore, would have to be provided; if they were even half as good as those belonging to the school boards, the expense would be enormous, and when they were ready, it is doubtful whether half the children who are willing to spend an extra year in the same school under teachers to which they are accustomed would move on to another.

It is no part of my business to consider how far these arguments apply to boys. For girls, some change must be made if Secondary Education worthy of the name is to be given to those belonging to the industrial class; it certainly seems that the simplest way it can be accomplished is by their spending one or two extra years under the Elementary Education Department. Probably the names of Standards VIII. and IX. would be given to these extra classes Their subjects would not be *technical*, but we have seen that there is little demand for that kind of education on the part of girls, and what there is can be best supplied in existing technical schools. They might be practical to a considerable extent. Above all, it is necessary that a free hand should be allowed to the teachers, and that the grants should be given by inspection rather than examination. Lessons should be in every way made pleasant to the learners, and the sort of "drive," which seems inseparable from ordinary elementary schools, should be guarded against in every possible way. These standards would meet the needs of types (1) and (2) mentioned above,* viz., of the girls who would live at home and do housework, and of those who would at once set to work to earn their livelihood in some of the ways in the preparation for which, it is be hoped, their extra time at school would have been an assistance. It does *not* fully meet the needs of type (3), the intending teachers of the future. I trust the Commission will pardon me if I dwell at some length on a subject of paramount importance to elementary education, and which also concerns Secondary Education if any part of it is in future, even to the present extent, to be confided to elementary teachers.

Much has been done to improve the education of pupil-teachers. In the Central Pupil Teachers' School, in Manchester, I saw girls who were not only receiving excellent instruction, but who were also allowed plenty of time to enable them to prepare for this instruction. I say *girls* advisedly, for at the time of my visit only 10 boys out of a total of 250 were

* Page 278.

attending this school, and the headmaster said that not half of them had the mental power to make really good teachers, while some, he felt sure, would never pass the necessary examinations. The technical schools and ex-standard classes have opened new and more attractive avenues to boys, while they have merely helped to stimulate general intelligence in the girls, with the result that the numerical disparity between male and female elementary teachers has never been so great as now, and it seems probable that in the future the whole staff of many of the large elementary mixed schools will consist of women, with a man as headmaster. Another strong argument for making these teachers as efficient as possible! The Government training colleges have also improved greatly. Many of them are all that can be wished, while the course of study at some of the "day training colleges" (as in this department at Owens College, Manchester,) ensures that such of the mistresses as take it should be well educated in a much wider sense than is usual for teachers in elementary schools; but only the *élite* of the profession can profit by advantages such as these, as the conditions of entry must bar the way to all girls except the exceptionally clever or the exceptionally well educated, and it is not for these that legislation is necessary. The bulk of female teachers have never been to a training college at all; the bulk of pupil-teachers now in the elementary schools all over the country have no intention of going to one; it is for them that some improved means of training is needed. I have been told this on all hands, and many headmistresses say they prefer training their own teachers, *e.g.*, Miss Moss, headmistress of the girls' department of the Central Higher Grade School, in Manchester, told me that out of her large staff, some of whom took classes in the ex-standard division, only *one* had been to a training college. However this may work in large centres of education like Manchester, where various advantages are given to intending teachers, it is certainly disastrous in its effects in smaller towns.

I may, perhaps, be allowed to quote my own experience as member of a school board in a town of 20,000 inhabitants. Our schools had separate departments, and at any given time there would be about 25 female pupil-teachers at work in the girls' and infants' departments. During the five and a half years that I was on the school board only *one* of these girls went to a training college.

When a girl had finished her four years of apprenticeship, she proceeded to work for her certificate, as a rule, in the same school, being appointed to it as an ex-pupil-teacher with a low salary; if she passed her examinations properly and gained her full certificate her educational as well as practical training was ended, her salary was raised, and if possible she stayed on in the same school. If a vacancy could not be made for her there, the board tried to place her in one of their other schools, and, failing this, she was obliged to seek work elsewhere. This was considered a distinct hardship, and the board recognised an unwritten law, giving her a right over all other applicants (how-

ever much better qualified) for a vacancy in their schools. The pecuniary advantages to the teacher of continuing to live at home were obvious, and any possible disadvantages to the taught were not considered. The same "claim" was considered, though to a less extent, in the case of a headmistress-ship being vacant.

Thus several of our teachers had spent their whole lives, from four years old upwards, in the same school, seeing the same faces, under the same headmistress, subject to the same school-board clerk.

It is difficult to conceive a more intellectually dwarfing process, and it was not surprising to find, when the Code of 1890 was under discussion, that the most intelligent of the head-mistresses feared that her assistant mistresses would have great difficulty in adapting themselves to it. "The new Code allows "much more freedom in teaching," she said, "but it needs intelli-"gence to use this freedom, and intelligence is just what our "teachers have not got; they do well enough in exactly the way "they have been accustomed to, but they are too mechanical to be "able to adapt themselves to new ways." This was the opinion of a really able woman of the assistants who she herself had trained; and it is a fair description of the average elementary mistress who has not been to a training college—the teachers in a place like St. Helens (see page 333) would be considerably worse, because they would have been under less efficient headmistresses; those in Manchester and Liverpool would be better.

It is probable that the ex-standard classes as they are, and still more as they may become, would do something towards increasing the acquirements and adaptability of the pupil-teachers who had attended them, but the effect of these would be slight compared with two or three years in a good secondary school; if this could become general, its effect in breaking down the present barrier between elementary and higher education and bringing down the reforms of the one into the other kind of school would be very great. Every reason is in favour of it. The narrowness of the ordinary elementary education is its constant and merited reproach, surely, then, its future teachers should, in the most plastic period of their lives, be for a little while subjected to different and widening influences.

Teaching very large classes must tend to become mechanical; being obliged to bring all up to the same level of mediocrity must tend to thinking of and treating the children as if they were all alike, bits of clay to be forced into the same mould, and doing it all against time must tend to a certain amount of roughness in the process. Surely, when this is the inevitable risk in the future, it is all-important to give some counterbalancing tendencies in the present.

A bright girl of 12 or 13 who has passed her standards, and is inclined to be a little conceited from the fact that she has done this more easily than most of her companions, gets a scholarship into a high school or some other good sized secondary school and is instantly in a new world; the small classes, the gentle voices of

the mistresses, the individual interest in the progress of each girl; everything is fresh to her. The very fact of mixing with companions whose interests are different from her own and who are comparatively untouched by the cares which burden her young life; the keenness about the games, the brightness of it all, are of the greatest value to her. One of the striking and pathetic contrasts between a number of girls at a high and elementary school during the morning recreations is the merry laughter in the one and comparative absence of it in the other. There is little room for fun in an elementary school, and surely if that could be learned, and nothing else, it would be worth a good three years to the future headmistress and to the children under her. The most important advantages are educational rather than instructional—the mental horizon of a teacher who has spent her whole life in one town and her days in one school is not only curiously limited, but has the additional disadvantage of having reached the confines of her limit—there is no distant view of unattained and unattainable knowledge, she has reached the top of her little hillock; to this, more than to any other single fact, is the unpleasant conceit so often found in elementary teachers attributable.

A girl's first piece of learning at a high school is to know that she does not know everything. She sees all kinds of subjects being taught of which she has never even heard, is surrounded by culture which she cannot hope to equal, and her narrow self-satisfaction disappears; also her real powers of teaching are improved by even a slight knowledge of subjects which she is never likely to teach; no one can give a lesson on the beginnings of English parsing in quite the same lifeless way when she has once mastered the idea of the Latin accusative, and the whole region of arithmetic is approached in a different spirit if the mind has once been taken hold of by the inexorable logic of the first book of Euclid; the feeling that 2 and 2 are as likely to make 5 as 4 is gone for ever! It must be difficult to make the "Readers" used in elementary schools interesting, but a teacher who is familiar with the poem from which the poetical extract is taken, has at least some chance, and if she has been fortunate in her teacher she is aware that distinct pleasure accrues to some minds from stirring English verse.

During my wanderings in June I heard a most spirited recitation lesson, the "Revenge" being the poem which was being learnt; there were two or three girls among the learners who were preparing to be elementary teachers, and it is hard to believe that they will ever give lessons quite as dreary as those to which I have listened in elementary schools. On one occasion when a large Standard IV. was reading in a specially vacant manner, I took the book from the assistant mistress and asked a few simple questions about the subject matter, with the result of total silence. The mistress excused herself and her class by saying "it is not the intelligence hour." This young lady had not had the advantage of any lessons outside the walls of the school where she was teaching, but she was 23 and had obtained her full certificate.

A good deal of prejudice formerly existed on the part of elementary headmistresses against taking pupil-teachers who had been in secondary schools; "they have got out of my ways," was the usual objection, and the obvious retort was not the wise one; but this prejudice is disappearing. In Rochdale, Oldham, Manchester, and Liverpool, head teachers said they definitely *preferred* pupil teachers who were older and better educated than the general run of such girls, and the school board officials told me that if a girl had been at a good school she would be excused two years of her apprenticeship, and allowed to take her second year papers on first being "bound." The plan is also favoured by Government, and a girl is even allowed to omit her apprenticeship altogether, and "sit for the Queen's Scholarship," (*i.e.*, take the examination which naturally comes at the end of the apprenticeship and which admits to the normal training colleges), without having spent a day in an elementary school. Some of the girls now studying in the Owens day-training college have adopted this plan, which has the obvious advantage of pleasantness for young women of somewhat higher social standing than the average elementary mistress, but it is hardly one to be recommended, as it is unwise for a girl to spend some years in preparing for a career without having tested her individual fitness for it.

Consideration of the way in which the expense of some years in a secondary school, for intending pupil-teachers, can best be met is outside the limit of my instructions.

The question of—

(*a.*) *Adding a technical side to the ordinary school; or*

(*b.*) *Supplying special schools with a practical curriculum*

has still to be reported on, with regard to classes, other than the industrial. The cheap private adventure schools which I visited were not sufficiently organised, and were rarely large enough to be divided into *sides*, besides which they already give quite enough of their time to practical work of various kinds ranging from crewel work and antimacassars to "bent iron" work.

High schools and *expensive private schools* remain to be considered.

In all schools above those for the industrial class "technical" must be taken as covering all kinds of "practical" instruction, as technical education in the shape of direct preparation for any trade would be obviously out of place.

As a rule high schools give very little time to manual instruction in my district. In the time-tables one finds one or sometimes two hours put down to it in the lowest forms, after which it is optional, and taken by a small per-centage of the school, though it nearly always consists of plain needlework. This is often rather a sore subject between parents and headmistresses. Several mothers complained that their daughters had very little notion of using their needles, while headmistresses contended that needlework was not a school subject, and that the mothers ought to see that their daughters learnt it on Saturdays and in the vacations. Whichever side is right in the abstract, it is certainly true that a

high school mistress who is expected to teach a great number of subjects and to present a large proportion of her pupils for examinations, has considerable difficulty in fitting it in, and if other "manual," instruction were attempted the difficulty would be increased.

But apart from the practical difficulty, much diversity of opinion exists as to the advisability of this kind of instruction during a girl's school life. Miss Day, of the Manchester High School, holds that such subjects had better be learnt after a girl has left school, and has had lectures in cookery and dressmaking for her pupils the year after they have left her, which have been much appreciated. A good many headmistresses of large experience hold the same opinion, while one who has a most interesting school at Southport (see page 298), has organised a regular *guild* for such work among her former pupils.

Other high school mistresses agree practically in not giving time, but with regret. One, at the head of a large school in Liverpool, said that it would be a definite advantage to some of her girls if they were not expected to spend all their school hours in head-work, and she believed that they would gain intellectually if certain hours were allotted to some sort of manual work. About half a dozen more agreed with her, and these would like to have a technical side attached to their school; in which case *all* the girls would go on spending a short time per week in modelling, or some other art learnt in the kindergarten, in addition to needle-work to the top of the Third Class, at which class the school would bifurcate, the majority probably would belong to the literary side, and devote all their time, as now, to head-work, while the minority would drop certain subjects and devote the time thus gained to practical work. Really good plain needlework, leading to dressmaking, for the elder girls was the subject most generally wished for; wood carving, domestic economy, cookery, modelling, &c. were also mentioned as useful, and suitable for such a side. A considerable amount of re-organisation would be necessary, but I found that *one* good sized room and one expert mistress, with half the time of another, was the amount of *extra* school and teaching power that was computed as necessary for the number of girls likely to join this side in a school from 200 to 250 pupils.

Bolton High School is the one in which most practical subjects are already taken (see page 361). It has an excellent kindergarten with a very accomplished mistress, and modelling, basket making, and bookbinding go on some way up the school. The head-mistress, who has not been long at the school, did not approve of a technical side to the school; but said she thought more practical and less head-work would be good for some of the girls. She suggested that excellent rooms at the "Technical and Manual Institute" were free in the day-time, and several of its teachers were also unemployed, and thought there would be little difficulty in forming one or more classes there, and sending her girls to them under charge of a governess. The same suggestion was made

by the headmistress of Bury High School, of the Church Company School at Wigan, and by private headmistresses at both Manchester and Liverpool.

In no case was it thought that any "special school" would be needed, as every town in which there is a large girls' school, seems also to possess some institute with rooms and instructors unemployed in the daytime.

Two headmistresses of cheaper schools, whose pupils were of the lower middle class, said they thought it would certainly be an advantage to many of their girls to have practical instruction, and that it could be obtained at trifling cost at the institute, but added that girls who would leave school at 15 at the latest, ought to give every hour of their time to mental work.

All the above headmistresses, while differing as to whether it was, or was not, advisable that their pupils should devote some part of their school hours to practical work, looked at the question from a practical rather than an educational standpoint; even those who were most in favour of a "practical side" for their own school, wished for it, because it would serve as a relief to certain of the delicate or backward girls.

There are, however, a few ladies, chiefly principals of private schools, enthusiasts for practical work, who contend that certain parts of educational training can be *better* given by the hands than the head; they disapprove of a technical side to a school, because the girls on the literary side would be deprived of some of the most valuable part of their education. I visited two very interesting schools in Manchester, where this "hand-work" is taught entirely from the educational point of view, and where the time-table is so arranged that nearly half the school hours are devoted to it—the subjects are varied among the younger pupils, while Sloyd carpentry has the lion's share of the elder girls' "manual" time. The mistresses of both these schools contend that mathematical accuracy, perseverance, and many other good qualities, both mental and moral, are to be gained from this special form of manual work, and devote many hours to it accordingly. I saw the pupils at work in both these schools (one was half composed of young boys), and they certainly seemed to be enjoying it. Some girls of 15 and 16 showed me one exquisitely moulded and finished wooden spoon as the outcome of a whole term's Sloyd work, with no appearance of doubt whether the "game was worth the candle." In Southport, on the contrary, I visited a school where Sloyd work was learnt, but where the headmistress was not an enthusiast for it, and there I was told that girls took it up with vigour for a few weeks, then were wearied of its slowness, and either threw it up altogether, or, if this was not allowed, continued in a listless, half-hearted sort of way. These schools all charged high fees, from 24*l.* to 30*l.* per annum for tuition, and it seems impossible that Sloyd work, however great its advantages may be, can ever be cultivated, except in expensive schools. Miss Dodd, the mistress of method in the Day Training College at Owens, is also an enthusiast for practical work. She has

studied educational methods in other countries; she considers that Sloyd carpentry has no monopoly of excellence, and says that, on the Continent, especially in Germany, other practical subjects are adapted to educational training with equal success. This is an important question for all except the very expensive schools.

Most of the good high schools have kindergartens attached; in them much of the teaching is manual, and it is wonderful to see how cleverly a little girl of seven uses her hands after two or three years of this teaching, in brush painting, modelling flowers, raised maps, as well as in many kinds of needlework which do not require tiny stitches. If this is the right training up to seven or eight years of age, it certainly seems illogical that the girl of nine or ten should leave all her delightful fairy works behind her, and should use her hands *only* to cramp them up in writing, a little line-drawing, and dull sewing twice a week.

Miss Dodd says that in certain schools in Germany (a combination, as far as I could judge, of secondary and third grade), which are attended by children of the middle class, practical subjects are taught which exercise the intellectual faculties, and also help a girl to earn her livelihood when she leaves school.

In one German school *needlework* is the backbone of the practical training: the simplest stitches are taught on canvas, as in England, to the kindergarten little ones; in Form I. cutting out of the simplest garments in paper takes the place of the fancy cutting out of the kindergarten, and from the first this is done to scale, over and over again, till mathematical accuracy is attained; in Form III. or IV. cutting out in material begins, and so the work goes on by little steps till in the top class, girls of 16 and 17 are actually wearing dresses of their own making and cutting out. These girls have certainly learnt accuracy, cutting to scale, and a good deal incidentally about the proportions of the human body; but what is of far more importance, they have, to some extent, learnt how to bring "school lessons" to bear on the ordinary concerns of life.

I have described this special experiment because needlework depends on no locality, and is equally useful in the remote country and the busy city school; but it is important that there should be diversity in the practical subjects taught, and that they should be carefully adapted to the needs of the place.

But by far the most important fact to be remembered is that these subjects are being taken in lieu of book subjects, usually learnt for their educational rather than their practical value, and that they must therefore be taught in such a way as to get the maximum educational training out of them; if the mistress thinks of the object to be attained rather than of how the pupil is to attain it, it seems that she is not from this point of view the ideal teacher of practical work.

As a rule, seeing this practical instruction is to form part of a girl's general education, it would be *best* given in the school itself, either as part of the ordinary curriculum for all the pupils, or on

a "practical side," for some of them; but this pre-supposes genuine interest and belief in practical work on the part of the headmistress, and at present very few headmistresses of high schools have thought enough about the subject to be genuinely interested in it, or to be able to organise a "practical side" wisely. Principals of private schools, who have considered the matter, have made or will make their own plans and carry them out in consultation with the wishes of the parents of their pupils. But many mistresses who could not for lack of knowledge, or would not for lack of liking, have a practical side to their own school, would be both able and willing that their pupils should receive instruction in certain subjects at the nearest technical institute, given by the teachers belonging to the institution. These classes would not be expensive, as it would be an advantage to both buildings and teachers to be employed in the daytime.

I will bring this long and somewhat rambling chapter to a close by summing up, as shortly as possible, the results of the information collected in answer to the questions at its head.

Secondary Education required by girls from the industrial classes differs widely from that given at present to boys of the same class in ex-standard classes and organised science schools.

Girls of this class require education differentiated according to their future life; girls who will earn their livelihood by their hands would be best taught in extra standards of elementary schools; girls who will earn it by teaching should have some years in a high or other school of wide educational aims.

Girls rarely need definite *technical* instruction; but a "practical side" to certain schools would be an advantage. Many questions would need consideration, specially the willingness and fitness of the headmistress.

In many cases classes in a different building would be the best substitute for a "practical side," but no "special school" would be needed, as unemployed rooms, appliances, and teachers would be always available in technical and manual institutes during the daytime.

(4.) *In the case* (of a special school) *would the wants of all social classes be best supplied, or not, in a single institution?*

It has been shown above that there seems no need for any "special school" beyond the institutes of the locality. These buildings would certainly suffice for the wants of all social classes, but it seems doubtful whether it would be best that different social classes, or even girls from different schools of the same social grade, should attend the same lesson. Five or six headmistresses said that the discipline of their schools would suffer unless the class at the technical institute were confined to their own pupils, and unless these both went and came under the charge of a mistress who would be present at the lesson

Other headmistresses observed that different schools would rarely wish for the same subject at the same time, and that if the

attendance at any class were very large it would partake of the nature of a lecture, and would be of less educational value than if the numbers were smaller.

On the whole it appeared that the matter was one that might be safely left to the settlement of individual localities and schools.

(5.) *How ought a system of technical education for girls to be organised, regard being had to the varying wants of the different social strata;*
(a.) *In urban;*
(b.) *In rural districts?*

It will be seen from what I have already written, that all the evidence given me was strongly against any general system of technical education. As far as schools are concerned, enthusiasm and knowledge on the part of the teachers is of the first necessity; if it is forced on unwilling mistresses it is foredoomed to failure.

Also, any system formed at present, would be a bad one; people do not know enough about the subject. It would first be necessary to choose out a good number of clever and adaptable teachers and send them for an educational "Wanderjahr;" afterwards, in consultation with them and other authorities, some kind of a "system" might be devised; but it appears that one district differs so greatly from another, one town from the next almost adjacent town, that it would be most difficult to form a sufficiently elastic one.

It would be of more practical use for county councils, school boards, or whatever educational body may hereafter be formed, first to educate enthusiasts for practical instruction by study of the best foreign methods. Then to send them about lecturing on what they had seen in their travels, and afterwards, help each separate town or rural district to assimilate and use the knowledge thus passed on to them, according to their individual requirements.

(6.) *Is any, and what, distinct provision for scholarships required to meet the special circumstances of girls?*

About the urgent need for these there was no difference of opinion. Much of the information on this subject is given in another section of my report under the head of "*Are local authorities willing to "contribute as much per girl as per boy in the distribution of "grants?*"*

In some of the largest towns, Manchester, for instance, boys seem fairly provided for by local grants as well as in other ways, so that the ladder is complete for the poorest clever lad, from the elementary school to the university. Girls are far less well off; the Hulme Trust does, indeed, spend 640*l.* annually, 400*l.* being open to girls in the Dover Street and Pendleton High Schools, to take them to places or higher education (a private benefactor also

* Page 325.

giving a leaving exhibition of 26*l.* per annum for three years), and 240*l.* tenable in these schools; but as these scholarships, are open to all girls of the specified age, whether they are in the school already, or not, they cannot be called *entrance* scholarships, and practically, outsiders do not consider it worth while to compete. This is the more strange, as ten entrance scholarships, open to all the elementary schools in Manchester, and tenable in the high school met with the most signal success. They were offered by private subscription, were annually of the value of 25*l.* for three years, and the last was given in 1885. All the winners did well. Half gained exhibitions from the school to places of higher education, two of whom went to Cambridge, one of whom was a wrangler and the other took lower mathematical honours; the other three graduated at Owens College. Since 1885 the first step on the ladder has been missing, and the very considerable pecuniary advantages of the Manchester high schools are confined to the daughters of parents who can afford to pay 12*l.* 12*s.* per annum for their education at school. In the whole of Manchester there are at present only three scholarships from the elementary to the high schools, one of which is worth 25*l.* for three years, but confined to intending school teachers, and the other two, offered by the Whalley Grange High School, only give free tuition in it for one year.

There are, however, large sums given annually in scholarships and exhibitions (for a full account, see page 326) by the city council of Manchester, and many pecuniary prizes, from 50*l.* per annum for three years to 5*l.* for one year, are competed for by scholars in the higher grade board schools. These are all, or nearly all, open to both sexes, but the subjects by which they are awarded make it extremely doubtful whether 10 per cent. in any year will ever be won by girls.

Liverpool has no endowments, all scholarships being awarded by the Liverpool Council of Education, and until the last few years, the funds have been entirely provided by private munificence; since the establishment of a technical committee of the city council, additional sums have been contributed from the technical money. Most of the scholarships are open to both boys and girls, some to boys only, a somewhat smaller number are confined to girls. The proportion does not seem unfair; but a far larger number are needed both as entrance scholarships to the high schools and as leaving exhibitions from these to places of higher education; in the latter form of pecuniary aid Liverpool is far worse off than Manchester, in the former it could hardly be worse off as far as girls are concerned, and is considerably better.

Bolton is conspicuous for fairness to its girls (see page 362 *et seq.*), and though all scholarships and exhibitions are due to private benevolence, the girls in Bolton have more opportunities per head of ascending the educational ladder than in any other town in my district of Lancashire. The need there, is for more exhibitions from the secondary schools to universities and other places of higher education.

At St. Helens there are three entrance scholarships from the elementary schools into the Cowley School, and four others for girls already in the school, giving from half fees for one year to whole fees for three years, but there are none of any kind from the school to places of higher education. The above are given by private benevolence, no scholarships being offered by the endowment.

Oldham is just building a good school for girls with money from the Hulme Trust, and its scheme contains a fair provision for scholarships. At present there are none of any kind.

So far I have reported on places where there is some scholarship provision for girls, though not sufficient; there are other towns, as Bury, with one good secondary school, but without assistance either into it or from it; there is Wigan in the same position, except that its one good school, being founded by the Church Company, can hardly take the same public standing as the Bury High School. These towns seem sufficiently ill-provided, but what shall be said of Rochdale, Stockport, Warrington, Middleton, Littleborough, Prescot, Widnes, Leigh, Ashton-under-Lyne, and many others, where there are not only no scholarships, but no public or proprietary schools in which they could be held.

The first step towards improving this state of things would be taken if it were made legal for county, city, and borough councils to grant scholarships from the technical money at their disposal, tenable in such proprietary and private schools as they approved of, which would, of course, be subject to their inspection. This would be of use in two ways: (1) it would tend to the establishment of more scholarships for girls by these councils, for while they are only tenable in schools which are endowed, their foundation is limited to the few favoured places which possess such schools; (2) it would tend to the improvement of the schools themselves, especially of the private schools; the best of these in each place would come forward and demand to be on the list of those privileged to receive "scholars," they would gain by the inspection of some competent person, and the thin end of the registration wedge would have been incidentally inserted

(7.) *In some districts the demand for Secondary Education for girls seems to be much smaller than it is for boys. What are the causes of this smaller demand? Are they likely to be permanent?*

At the beginning of this report (page 251) I have dwelt on the difficulty of separating the questions of supply and demand and of detecting latent demand when it has no opportunity of becoming effective. These remarks were made about the industrial class only, but they apply *mutatis mutandis* to all grades of society.

Under this head I will, as far as possible, confine my report to the *comparative* demand for Secondary Education in my district as between boys and girls, and the causes of its difference.

A visit to any set of elementary schools shows about the same number of boys and girls; why should this equality of number exist under compulsion only?

To take the industrial classes first: there are, roughly speaking, about one-third of girls in the first year's ex-standard courses, but not a tenth, in most places not a twentieth, in the second year's course. This is partly accounted for by the instruction given in these classes being worse adapted to the needs of girls than of boys (see page 252), but there are other causes at work, as is shown by the fact that the proportion is not largely increased in the Deansgate Central School in Manchester, where a special course has been established on purpose to meet the requirements of girls.

This smaller demand cannot be accounted for by any inherent incapacity to receive Secondary Education in girl-nature, for all teachers of mixed ex-standard classes agree in speaking of the teachableness of the girls as at least equal to that of the boys, while their apparent pleasure in their work is often greater.

One cause was mentioned by Mr. Bryce in vol. ix., page 792, of the Schools Inquiry Commission, where he points out that it is a sacrifice on the part of poor parents to spare their daughters, while it is a comfort to have their sons safely occupied away from home; this cause still exists, and, as it may be said to depend on inherent differences between boy and girl nature, is likely to be permanent. Secondly, the English industrial and lower middle classes demand Secondary Education because it is commercially valuable. Boys press into the organised science school, because these prepare them either for earning their livelihood at the end of their one or two years in them, or for the technical schools; they attend the technical schools because its training leads to higher wages and an additional chance of promotion.

In these classes, therefore, the demand for education beyond that given in the elementary schools depends on (1) the demand for skilled work, and (2) the difference in the wages paid in England to the skilled and the unskilled artisans. It is, therefore, vain to look for an equal demand for girls' education till an equivalent demand for skilled and highly-paid woman's labour is forthcoming. It is probable that a higher average of girls' education would lead to openings for their employment, the nature of which cannot be foretold at present, but it is unfortunately not the nature of the British parent to spend money on this kind of preparation for the repayment of which he must wait in faith.

This commercial view of education doubtless obtains, among the higher middle class also, though it is not usually quite so baldly expressed. If, as is common enough in these "bad times," a manufacturer is obliged to curtail his expenses, the first that naturally seems to occur to him is that of his daughters' education. For the sons it is more than ever necessary that they should have all such educational advantages as may tend to make them speedily self-supporting; but for the daughters, their education is looked on rather as a luxury than a necessity. The

mother, who might be expected to combat this view is often but a half-hearted advocate, not quite sure whether, after all, all this education may not militate against her daughter's "prospects"; it is vain to suggest that for her, as well as for the sons, future independence may be an advantage, for a mother of this type looks on teaching, nursing, or any of the nobler uses to which a woman may devote her life, as so many flags of failure, signalling to all that she has not attained to her proper destiny of marriage, and this failure carries with it about equal shame to mother and daughter. The number of women holding these views is doubtless less than 30 years ago, when great importance was attributed to them by all the writers on girls' schools in the Schools Inquiry Commission, but the following instances will suffice to show that they still exist. The headmistress of a good and fashionable school told me that she had just received notice for one of her most intelligent pupils, a girl not yet 17, because she was too much interested in her lessons, and showed signs of "getting blue"; another girl was pointed out to me in the same school as being most anxious to proceed to Newnham, but this was not to be allowed because it would certainly lead to blueness; these girls were not sisters and both their mothers had explained "that young men nowadays do not seem to like girls to "be blue." During my visits to schools I heard a girl show considerable mathematical ability; her mother on being congratulated remarked, "Yes, tiresome child, and I can't get her to "care for music or French, or something that's some use."

The "commercial" cause, as exhibited in my ideal father, will probably exist to the detriment of girls' education till various pecuniarily advantageous openings make it operative in its favour; the "society" cause is on the wane.

It must also be remembered in considering any special town, that unless it contains an exclusively genteel school more girls than boys will be educated at boarding schools at a distance, while the vague number who learn from a governess at home must also be allowed for.

When we turn to the question of supply of secondary schools for girls we find that in one respect girls are actually worse off than at the time of the Schools Inquiry Commission. Then it was not uncommon for girls to be taught, in the smaller grammar schools, side by side with their brothers. This is described in my account of Upholland (page 344), which is, as far as I could learn, the only relic of this plan in my district, but the old custom is regretted in a good many places. At Widnes there is a grammar school for boys, but no provision whatever for the Secondary Education of girls, and one of the more important inhabitants said he would gladly send his daughters as well as his sons to it, and knew that others would like to do the same. In Prescot the headmaster of the grammar school said he had more than once been asked to receive girls and had regretted being obliged to refuse, while in Hindley and Abram the grammar school master said that he had

even lost boys because he was unable to allow their sisters to accompany them.

I have been unable to obtain anything like a comprehensive knowledge of the number of girls, as compared with that of boys, who are being educated in the various secondary schools of all kinds in my district; a rough idea may be gained from the tables drawn up by Mr. Kitchener and inserted in his report, page 197, where he shows the number of girls as well as boys who passed any public examination in 1893, together with the school at which they were educated. It shows 455 girls and 728 boys.

Of course this is not entirely trustworthy, as there may be many good schools, especially of the expensive private kind, which avowedly do not send in their pupils to these examinations; with the exception of these it gives a fair approximation of the number and efficiency of the girls' as compared with the boys' schools, and I feel sure that no one who has been travelling in search for information on this and kindred matters can doubt that, except in a few favoured towns, the secondary schools for girls, though greatly improved since 1866, are still fewer and less efficient than those for the boys.

I have pointed out certain causes which are likely to act permanently in keeping the number of girls in secondary schools less than that of boys, but the most important cause, viz., lack of good secondary schools of all grades, certainly ought not to be a permanent one.

(8.) *Religious Instruction.*

The remainder of my instructions refer chiefly to the education of the upper middle classes. This seems, therefore, the right place in which to make a few remarks on a subject not contained in your instructions to me, but which greatly affects all considerations, not only of the elementary, but also (since the establishment of higher grade schools and ex-standard classes), of the Secondary Education of the industrial and lower middle classes. I refer to the vexed question of religious instruction in board schools, and how far it appears to meet the wishes of the parents whose children attend these schools.

In five only of the large towns in my district do board schools exist; in all the other, the schools are voluntary.

In Manchester, all the schools under the board, the ex-standard classes and organised science, as well as the ordinary elementary schools, have 50 minutes in the morning (after the marking of registers, &c.) for singing, prayers, and religious instruction, and 10 minutes at the end of afternoon school for the singing a hymn and prayers, *i.e.*, one hour of every day is devoted to religious observances; at least as long a time as is usual in Church of England voluntary schools, directly under the management of the clergyman of the parish; there is, of course, a conscience clause, which is very rarely used, except by Jewish parents, and not always even by them. Great pains is taken about the religious

instruction of the pupil teachers, which is given by the head teacher of the school. The board have their own inspector in this subject, who examines, and reports to them; prizes are given, and it is certain that if any teacher in Manchester disregards the importance of this side of the work, he will not long escape the vigilance of the board.

In Liverpool I happened to hear more about the subject than in Manchester. The time given is 40 minutes per diem for prayers and religious instruction, and care is taken that the latter should be good. I was told that many of the clergy had been taught to believe in the reality of it by the large proportion of prizes gained by school board pupils at the diocesan examinations. Mr. Bell Cox, vicar of St. Margaret's, told me that the managers of the *voluntary* schools were much helped by the tone of the school board on this matter. Here, as in Manchester, the conscience clause is rarely used. In the day-industrial schools, to which children from the worst homes are committed by magistrates' order, religious instruction is given according to the religious persuasion to which the parents say they belong; thus, in one day-industrial school which I visited, which was in the Irish quarter, the headmistress was a Roman Catholic, and gave the religious instruction to the bulk of the children, under the direction of her priest, while the second mistress was a Churchwoman, and taught the Protestant children according to their tenets, these being the only *two* religions claimed by parents; both the priest and the clergyman of the parish were invited by the school board to visit and instruct their flocks.

In Bolton also, there is daily religious instruction, and there the feeling is so cordial between the Church and board schools that the pupil teachers of both are taught together, extra Bible lessons being taken by the one section, while the others have lessons on the prayer-book and Church Catechism.

In Rochdale and Oldham there is some friction. In Rochdale the school board have religious instruction, but at present they have no system for the special teaching of their pupil teachers, though they are hoping to begin it soon. In Oldham, Bible reading, without note or comment, has been the order of the day till the present board was elected two years ago. Now religious instruction is given daily, but the question has become influenced by politics, and about one-third of the children are withdrawn by their parents.

§ II. Relation of Secondary Education to Life Career.

This is a problem which concerns all secondary schools, whatever fees they charge, and from whatever grade of society they draw their pupils. It will, however, be convenient to divide the information I received under the heads of three kinds of schools—

(1.) Private schools charging high fees.
(2.) Large day schools, whether endowed, proprietary, or private, which aim at giving what is called a "high school" education.
(3.) The ex-standard classes of higher grade board schools and cheap private schools.

(1.) *Expensive Private Schools.*—Under this head I include schools with tuition fees, varying from 20*l.* to 30*l.* per annum exclusive of extras, which, in the case of some girls, make the annual expense more than double these sums. I had no opportunity of discovering, at first hand, how far wealthy parents or their daughters endeavoured to adapt their education to their after-life; but I discussed the question with all the headmistresses whose schools I visited, and elicited widely different opinions.

A few of these ladies seemed to think I was casting some slur on their school by suggesting that any "career" was possible for their pupils, except that of fashionable and accomplished young ladies in good society; but these were in the minority, and I think attached some idea of the degradation of poverty to the word *career*, as "*My* pupils will never need to do anything" was the usual tenor of their reply.

One or two headmistresses had evidently considered the question, and come to the conclusion that it was one better deferred till school days were over, as a good "all-round" education was the best preparation for every sort of life. These were women of culture, keenly anxious to impart to their pupils some of their own intellectual enjoyment of study, who feared to fail in this if knowledge were not pursued for its own sake alone, and whose opinion was due to no lack of appreciation of the importance of the question.

In many places, as Southport, the expensive schools are arranged for boarders, and day pupils are received to meet the increasing demand for this kind of education. The headmistress has great opportunities for becoming intimately acquainted with the character of her boarding pupils, and with the sort of life they are likely to lead in the future. It is, therefore, natural that with them education should be modified with regard to it, and I found this to be the case even more than I expected, and it also seemed that this way of viewing education was extended to the day scholars. The classes in these schools are small, and in the highest class it sometimes appeared as if each girl were being taught separately, with a view to her future needs; thus, in a class of seven or eight, ages from 16 to 18, one girl might intend to teach, another to proceed to Oxford or Cambridge, merely for love of study; these two would be having extra lessons in various subjects, with a view to passing the higher Cambridge or some similar examination, and the future teacher would probably have already passed university local examinations; another girl would be having special tuition in conversational French and German, because her parents were given to travelling; another, whose home

was in the depths of the country, might be paying more attention to the English classics, in order that she might work on alone after leaving school; while a fifth, a clergyman's daughter, would be spending time in pursuits that would make her useful in her father's parish. (I saw one girl who was learning bent iron-work, in order to teach it to a class of boys when she went home.) This is not an exact description of the top class in any individual school, but it gives some idea of the amount of individual attention paid to the girls, more than would be possible, or indeed fair to the other pupils, in schools where the fees are low. In many cases, this special preparation may have been due to the express wish of the parents, but it was not always so, as sometimes the headmistress was combining with the girl to induce the parents to allow her to go on, somewhat against their inclination, to Newnham or Holloway.

A remarkable instance of not only preparing for, but influencing the future of its pupils, is shown in one school in my district with 50 boarders and 20 day pupils, kept by a lady and her daughters. It was just the end of term when I was there, and I only saw one of the principals and many of the girls, who were a most hearty and delightful set. I was also introduced to all the governesses, who seemed more like daughters of the house than paid officials.

My informant, with her mother and sisters, spent 11 years on the Continent, at Berlin, Paris, and other places, in order to become acquainted with the most approved methods of education, as well as to study foreign languages. This was before the days of university examinations for women, but they must have been well equipped for their work when they began their school with eight girls in 1867. They now own a beautiful house which they have built, standing in some acres of grounds, and there is a gymnasium, tennis court, and all the most approved arrangements. School life is treated as only the beginning of education, and the mistress evidently considers herself responsible for her pupils after, as well as during, the time they are nominally under her charge. "I take shame to myself if one of our girls leaves us "without a definite career of usefulness mapped out in her mind," she said; and she does much more than advise as to this "mapping out." There is a guild, to which 66 "old girls" belong, some being married women. The condition of membership to this is steady *work*, professional or amateur, for the good of the community. This guild meets annually under the presidency of the mistress, and the amount of work done, as shown in the printed report, is truly wonderful. All workers are included, irrespective of whether they are professional or philanthropic. Some of the members are teachers in high schools, others have a class of factory girls for sewing, while others, again, who live near each other, have joined to organise evening classes, where they have a regular curriculum of practical work, basket making, wood carving, bent-iron work, &c., all taught by themselves, and representing self-denial as well as perseverance. There is also a "reading circle" with a large number of members; it has lectures, papers, and

meetings, a steady course of reading being a condition of belonging to it; eight of its members, with one of the principals, were just starting on a tour on the Continent at the time of my visit, in order to see places described in a course of lectures on archæology; these were young women who had left school for some years, and who had been reading hard for months with a view to this tour.

This school is, of course, uncommon, as it pre-supposes remarkable powers of influence, not only over the girls, but over their parents also. These ladies seem able to persuade wealthy fathers that it is their bounden duty to give their daughters the fullest intellectual advantages possible, even to the extent of allowing them to devote years of study to music and painting, should their gifts lie in these directions. The fees seem moderate, 12 to 18 guineas for day pupils, and 50 to 63 guineas for boarders, but there are many extras, and I found it difficult to arrive at the annual sum that would be reached.

I visited several other boarding schools, none of which bore the least resemblance to those of which Mr. Bryce wrote in 1868: "Thus, the average boarding school girl does not see much of "her mistress (unless the school is small), and comes under no "powerful influence." . . . "No atmosphere can be less "favourable to the formation of high character, or even to mental "activity." . . . "As to thorough mental training, the "formation of intellectual habits and tastes, it was not the wish "of the parents to foster these, it was seldom the object of the "school. Education has not failed to create them, because it has "not tried."

In Manchester, Liverpool, and other large towns many of the most expensive schools are for day pupils only. In these the influence of the parents is far more apparent. In some schools they have evidently considered education from a wider standpoint than the mistress, and are insisting on new methods, and strengthening her hands with regard to the need for difficult subjects. I fear these are in the minority. A good many headmistresses complained that the parents were against serious study, that the fashionable mothers were afraid lest their daughters should become "blue," and that Latin and mathematics were considered to have special dangers in this relation. I have mentioned before how one lady at the head of one of the largest and best established schools I visited told me that hardly any of her pupils had been allowed to proceed to a university, though some had been most anxious to do so, because the parents thought that studious habits made girls unattractive in society. This school, with tuition fees from 24 to 30 guineas per annum, besides extras, where the education is as good as the parents will allow, loses most of its pupils at about 16, when they are sent abroad or to some fashionable London or Brighton boarding school "to be finished," and this may partly account for so few having proceeded to places of higher education. Here the mistress had considerable influence, and evidently induced the parents to allow a sounder course of study than they would themselves have chosen. Other mistresses,

whose schools were less prosperous, complained bitterly of the interference of the parents, and of their foolish over-indulgence of their children; they said a girl had only to express her dislike of a subject, during her evening's preparation, in order to come the next morning armed with a note desiring that the subject should be "dropped." Public examinations are the exception in this kind of school, except for girls who are intending to teach; and, when allowed, it is by the wish of the headmistress, and with the more or less reluctant consent of the parents. One lady, at the head of a small school, told me that she had taken infinite pains to prepare six of her pupils for the Junior Cambridge Local Examination, and *four* had been withdrawn the week previous to the examination because the girls were "nervous."

In a few private schools the headmistress seemed to have no feeling of responsibility towards the pupils, independent of their parents, but these were the exceptions; in nearly all, the teachers were trying hard to do what they considered best, without slavish fears of displeasing their clientèle.

(2.) *Large Day Schools of the High School Type.*

These schools are generally either endowed or proprietary, though among the many private adventures, calling themselves high schools, there are a few which deserve the name. The fees vary but little, being about *half* those of the expensive day schools above-mentioned, *i.e.*, 9, 12 and 15 guineas per annum, according to the age of the pupil, or 12 guineas on the average. The numbers vary from 400 to 100, but a fairly large school is a necessity, if a good education is to be given at these fees. In a large high school the individual preparation for a girl's future is impossible, and the utmost that can be expected is that special attention should be given to the needs of small groups of girls, and in the best of the schools this is done, provided the needs are brought before the headmistresses.

Every headmistress who works under a committee or council is fairly independent of the unwise interference of parents, but this gain brings with it the loss of much useful knowledge of the homes and circumstances of the girls.

Again, the private schoolmistress of a rich boarding school either knows that most of her pupils will stay with her till they "come out," or she knows that they will leave her at 16 for the final polish of a "finishing school." The headmistress of a high school is utterly ignorant of the age at which more than half her pupils will leave her, and almost every term begins with disappointing notices that some of the promising ones are to leave at the end of three months. This is by no means a small difficulty, it interferes with many of the girls receiving the most suitable education, and it also entirely prevents the special preparation for the future life of the girls. Miss Day, of the Manchester

High School, told me that no amount of pains got over this; she asks a mother how long a new girl is to stay at school and receives in reply: "Oh, I don't know; she can stay as long as "she makes herself happy." Other headmistresses have said much the same, one at the head of a private high school with the greatest emphasis. There is one exception to all this. If the girl and her parents have made up their minds that she should teach, the headmistress is generally told, and in this case the end is kept in view in her education. Probably this ignorance of the future is often shared by the parents; there are few openings for girls, and some of them, as nursing, cannot be approached till long after school age, and for this kind of life no special preparation in girlhood is needed, a good general education being the best. Often if parents chose to take the trouble to consider, they would be able to tell the headmistress whether it was probable that their daughter would leave school at 15 or 18, and even this amount of information would be a gain to the whole school as well as to the individual girls.

It is impossible to modify the time-table for a single girl, but if the headmistress knew that 30 would stay till they were 18, while another 30 would leave between 15 and 16, and begin at once to earn their own livelihood, in post office, shop, or apprenticeship, each of the sets would be better prepared for their grown-up life when the time came to meet it. This is specially true of those who will leave at 15 to 16. It is sad to think of the precious hours that have been frittered away on the beginnings of new subjects from which the learners have been taken before they could get far enough to derive either pleasure or profit from their work, and this from no fault of the school curriculum or of the teachers.

If the parents would go a little further, and tell the headmistress the sort of life their daughters would lead, treat her, in fact, as they seem to treat the boarding school mistress, far greater good would accrue. The lack of intercourse between parents and teachers is undoubtedly one of the disadvantages of the high school system, and it is hard to see how it is to be met. The numbers are one difficulty, the fact that the pupils are drawn from different ranks of society is another: nevertheless, I have seen such excellent results from one or two instances where the headmistress and her assistants have made it a duty to see as much as possible of the parents and of the pupils in their own homes, that I cannot but wish the attempt were more frequently made.

It seems possible that the initial difficulty, that of the age at which the pupil is to leave school, might be obviated to some extent, if the question were printed on the entrance form, and a space left for the answer. I suggested this to several headmistresses, some said the space would remain a space, others, that the experiment was worth trying.

(3.) *Ex-Standard Classes of Higher Grade and Cheap Private Schools.*

At present the instruction given in ex-standard classes is nearly always decided by the imperative need of earning Science and Art grants; besides this the pupils are mainly boys. While this is the case it seems absurd to demand any modification, in order to fit a girl for her future life; yet in one school, the Central Higher Grade in Manchester, such an attempt is made and attended with a fair measure of success. As soon as the headmistress knows that a girl will stay at school after passing Standard VII. she communicates with the parents and explains the two alternatives: the organised science school with its possibilities of scholarships and prizes on the one hand, and the commercial class on the other. If the girl intends to be an elementary teacher, the organised science is chosen; if she wishes to go into the post-office, or to become a "young lady in a shop" she joins the commercial class, and there receives suitable instruction, so arranged that even a few months of it will be of use to her. (See Table, p. 265.)

Further specialisation is impossible, and even this can be managed only when the grants earned by the organised science school are so large as to cover the expenses of the commercial classes, or when there is some other fund to fall back on.

The cheap private schools have many faults, but disregarding the future of their pupils is not one of them. Often, a girl goes to one of these after passing her standards in an elementary school, and if she or her parents know what she wishes to do, the mistress does her best to prepare her for it, the misfortune being that this *best* is so very far from good. If the girl has made good use of her time at the elementary school, she probably learns something in this "finishing" period, and is better fitted for the shop or the milliner's workroom than if she had spent the intervening time at home. If she has spent her whole school life in various cheap schools, changing as the fancy takes her, her intellectual equipment will hardly help her in any walk of life.

My inquiries, therefore, led to the following results:—

(1.) Private schools which charge high fees and have both boarders and day pupils have most facilities for training their pupils individually, and the best of these schools make good use of their facilities.

(2.) Special regard to a girl's future is difficult in a high school, and this difficulty is increased by the parents.

(3.) Anything like individual attention is impossible in the higher grade elementary schools, and, though possible, of little use in the cheap private ones.

I should add that some headmistresses, belonging to each of the types I have mentioned, strongly deprecated special preparation of any sort or kind as certain to injure the highest education. "School life is short enough in any case," they said, "leave us in "peace for that little time, to do the best we can for the minds of "the children entrusted to us."

§ III. Educational Organisation.

My investigations throw little light on several of the problems suggested in this section of your Instructions. I will therefore confine my report to three heads, on which I was able to collect a fair amount of information, viz.:—

(1.) *Mixed schools for boys and girls.*
(2.) *Age limit.*
(3.) *Mixture of social classes in girls' schools.*

(1, 2.) I will take these two heads together, and consider them as the *age limit for mixed schools*, as no one seems to object to little boys and girls learning together in the kindergartens.

With two exceptions I found little boys in all the high schools, in all the cheaper private day schools, and in some of the most expensive ones. In Ellerslie House, for instance, the largest and best known private school in Manchester, there is a kindergarten in which little boys are taught with their sisters up to eight years of age. In a good many of the expensive private schools, especially if they are adapted for boarders, none of the pupils are very young, and there, of course, no boys are to be found.

In several of the high schools there is what is called a "transition" class, which contains boys, but a smaller proportion than in the kindergarten proper. After this class is reached the practice varies; in some schools boys are kept till they reach a certain class, I., II., or III. as the case may be; in others their continuance in the school depends on their age, while in others, there is no special rule, but the headmistress uses her own discretion.

The schools which have an age limit, put it at eight or nine up to eleven, but several headmistresses told me that they had discarded this way of settling the question, as they found it worked badly in practice, some quiet, rather delicate boys being fitted for a girls' school up to 12, while others need a boys' playground and master's discipline at 10. Two headmistresses, who themselves give lessons in the lowest forms in their school, said that they would prefer to have no boys after the kindergarten, as boys naturally worked in a different way from girls, and ought therefore to be taught separately.

Other ladies spoke doubtfully about boys in the regular classes, where they said the few scattered among the many girls tended to make discipline more difficult.

On the whole I should say that while none of my informants were enthusiastic as to the advantages of mixed classes from the point of view of the children, no one objected to them in kindergartens, and all agreed that it was a distinct convenience to parents to send their small children to the same school, and an advantage to the school to have as large a number as possible for the kindergarten, where the Frœbel mistress is always an expensive luxury.

The advantages are less after the kindergarten stage, and disadvantages, if they exist, begin in the regular classes of the school. I now come to the question of real mixed schools.

I visited one excellent preparatory school in Manchester, with 70 pupils, half boys and half girls. The fees are from 14 guineas under six, to 24 guineas over eight, and the school is always full. The headmistress of this school is an enthusiastic educationist, and is trying various interesting experiments. She keeps her children till 12, and would like to keep them till 14 years of age. She has a high opinion of the value of "hand-work," and all her pupils, girls and boys, spend about half their time in various kinds of manual work, from cutting out paper flowers in the kindergarten to beautifully accurate Sloyd carving in the workshop. In spite of this, or, as the headmistress contends, *because* of this, they take excellent places in the higher schools.

The headmistress of the Withington Proprietary School, to which most of her girls proceed, spoke in the highest terms of the receptivity and keenness of these children; "one can teach them anything," she said, and their attainments must be at least up to the average, as the girls can construe Cæsar fairly when they come to her at 12. I heard similar reports of the boys, but did not myself see the masters of their schools.

The principal of the preparatory school definitely claims advantages for the mixed system, both for intellect and character, and considers that a boy or girl, intelligently trained in a mixed school up to 13 or 14 years of age, is better equipped for further education than if taught in a separate school. She feels strongly that a well-managed mixed school presupposes a fairly equal number of boys and girls, and objects to a few little boys being tacked on to a large girls' school as certainly bad for the little boys.

I found, rather to my surprise, that this lady does not advocate mixed schools for older boys and girls, "at any rate at present," though she sees advantages in the working together of young men and women, as they do at Owens College

Upholland is a mixed school, about four miles from Wigan, with a small endowment (see page 344); the fees are low, and the school, which is a struggling one, has 40 pupils, 16 of whom are girls. I did not inquire the ages, but I saw them all at work, and should judge that they varied from 11 to 17; there were no small children.

The headmaster (a Rossall master of many years standing) has been four years at Upholland. He objected to receiving girls on his arrival, and consented "to try the experiment" at the wish of the parents, who pleaded that there was no girls' school within walking distance, and that their children had been accustomed to learn together in the elementary schools. He is now quite converted to the mixed classes, and says that competition with the girls brightens his rather rough type of boys, and that the discipline is more easily maintained than it would be without them. He feels strongly that the mixture must be altogether or not at all; accordingly the girls play as well as work with the boys, he or an assistant being present to see that they are not too roughly treated.

There are a good many other mixed second grade schools, differing much as to their efficiency, scattered about the towns in Lancashire; the principal is often an ex-elementary school master, whose wife helps in the teaching.

The teachers at the head of these schools invariably spoke of them with approval; said there were no difficulties of any sort or kind connected with them, but many advantages. Teachers of other schools, where the mixed system is not in vogue, were sometimes equally strong in their disapproval. I should much have liked to find out the opinion of parents whose children had attended both separate and mixed schools, but want of time made this impossible.

It is, however, to the ex-standard classes at the top of the higher grade schools that we must look for mixed secondary teaching in the gross: it is here and in the similarly arranged organised science schools that the experiment is being tried of educating boys and girls together, between the ages of 14 and 17. Few of these classes or schools have existed long enough to have passed out of the experimental stage, but their numbers are increasing every month, and deserve the most careful consideration, as on their success or failure depends to a large extent the question whether the lower middle classes in England shall receive their Secondary Education in separate or mixed schools. The importance of this question is increased when one finds that even in America, the great world of mixed schools, the young people of this age who are taught together are in diminishing numbers.

The report of the Commissioners of Education for 1889–90 issued by the Bureau of Education at Washington seems to show that while about seven-eighths of the children who attend school at all are educated in mixed schools, and a large though somewhat less proportion seek the highest education in mixed colleges, 40 per cent. of the young people receiving Secondary Education are in private schools, which are often for boys or girls only. Some of these "are of the grade and character of those known in "England as public schools, *i.e.*, foundation or proprietary schools, "which prepare pupils for college or university. The majority "are, however, more in keeping with the grammar school."*

The ex-standard classes (which alone belong to our subject) are so much part of the elementary schools, taught by the same teachers, and subject to the same system, that I found it impossible to visit or inquire about them as independent schools, and must therefore be pardoned if I include the whole schools in my report.

Mixed elementary schools, universal in Scotland, have till recently been comparatively rare in England, except as a "pis aller," made necessary by lack of funds. The Wesleyans are an exception to this, as their largest schools have long been mixed, and they defend the practice from reasons of principle as well as economy.

* "Intellectual Progress in United States," by G. F. Parker, in "Nineteenth Century" for May 1894.

All school boards in Staffordshire for instance have separate departments, and mixed schools are only found in small villages, or in towns where voluntaryism is struggling for existence; I believe the same is true in the South of England and the Midlands, Birmingham always excepted. It was therefore with much surprise that I saw boys and girls sitting side by side in the magnificent new schools built by the Rochdale, Bolton, and Oldham school boards; in Manchester the same holds good, with some exceptions, notably the famous higher grade school in Deansgate, where Miss Moss still reigns supreme over her girls. In Liverpool the board schools were all "separate" till two or three years ago, when it was decided to appoint a "principal" and get rid of the girls' department, with its independent mistress, in three of the largest. The change was not affected without a good deal of heart-burning, and a committee, consisting of representatives of female teachers and managers of voluntary schools, waited on the Board, petitioning against it, and making various accusations, described to me as "grave" by the chairman of the committee, and "frivolous" by the clerk of the board; against the general morale of mixed schools.

I was so much impressed with the importance of the question that I spared neither time nor pains in trying to solve it, but everywhere was met with equally strong opinions for and against the mixture, with, as far as I could judge, more sentiment and personal feeling than solid reason, as their foundation. I consulted over 60 persons, all competent to judge, but as the majority were teachers, the personal equation had to be allowed for in weighing the value of their opinions. All the masters were in favour of mixed schools with two exceptions, viz., the headmaster of the Central School in Manchester, who had had little experience of mixed classes, and the headmaster of a mixed organised science school, who preferred separate schools, from no disciplinary difficulties, but because he said that girls from 14 to 16 years of age *must* be the better for being under the influence of good and wise mistresses: as far as I can remember, he had no woman assistant on his staff.

Setting aside the ex-parte evidence of schoolmasters, I found all the men on the same side. Her Majesty's Schools Inspectors, clergy, and school board clerks were unanimous in favour of mixed schools. One school inspector, to whom I am indebted for much valuable help, said he had been strongly prejudiced against the plan when he came to Lancashire, but he had been converted by the superiority of the work in the mixed schools; the arithmetic of the girls was on a higher level, and both boys and girls were brighter and more alert from the slight competition that came of rubbing their wits together; the testimony of other school inspectors pointed in the same direction.

The clergy whom I consulted were either managers of mixed voluntary schools or members of school boards (or as in one case a combination of both), and as such were more or less committed to the system.

I obtained most information from the school board clerks. In the smaller towns they frankly avowed motives of economy, saying that if the children did not *suffer* from being taught together, fairness towards the ratepayers demanded mixed schools. Mr. Wyatt, clerk to the Manchester School Board, said it was not this question at all which weighed with him; he felt sure that it was more natural and better for the children to be taught in mixed schools; they were together in their homes, in the streets, in their lives after leaving school, and it was both absurd and mischievous to separate them during the hours in which they were under the most control. His other reason was that men of culture were needed as elementary schoolmasters, and that such men would be attracted by the highly paid post of "Principal" over a whole set of schools. At present several of these principals of higher grade schools are graduates of London, Victoria, and Dublin Universities; he would like also to have men with Oxford or Cambridge degrees.

His other reasons were that, while women were often better *teachers*, men *organized* better, were more capable of coping with sudden emergencies without losing their heads, and managed troublesome parents with less friction. Mr. Hance, clerk to the Liverpool Board, said much the same, adding his experience that punishments have greatly diminished in the schools under his board, since they have been mixed, and that the disputes between assistant and chief are fewer. Curiously enough, the *one* sort of school which all agree is best managed by women is the day industrial, where the roughest and most neglected children of both sexes are sent by magistrates' orders. Women are at the head of *all* these. Both Mr. Wyatt and Mr. Hance were acquainted with Scotch schools, and said that no one had a right to form an opinion adverse to mixed schools without seeing the wonderful work done in them in that country.

Mistresses, as was natural, represented the contrary opinion. Some, who had themselves suffered in position and pocket from having their schools placed under a "Principal," said frankly that they found it impossible to form an unprejudiced opinion, but the majority evidently tried to consider the question fairly, and to many, who were never likely under any circumstances to become headmistresses, the personal consideration did not apply. One mistress, a Scotch woman, who had spent her teaching life about equally divided between mixed and separate schools appeared quite unbiassed in her judgment. She agreed that the former might be better for the boys, and said she had noticed that the presence of girls had a marked effect in making them dislike and avoid punishment, but she said the "Principal" must combine many and rare qualities to prevent the girls from suffering. "I have seen two men in my life," she said, "who were "perfectly fitted for the post, and that is all." I saw one headmistress of a mixed school who had several assistant masters under her, but was told that her case was unique. I made acquaintance with one or two "Mistresses of Method," and with

several girls who were in the Owens College Training College, and who therefore represented the pick of the profession, as far as ability is concerned. Some of these had taught and all had taken "practising" classes in both mixed and separate schools; they all spoke in favour of the former, but I did not gather that they would have special objections to being assistant mistresses under a principal instead of a headmistress.

To return to my special subject the ex-standard classes; these are, practically speaking, always mixed, one class in the Manchester Central Higher Grade School and one in Rochdale being the only exceptions I either saw or heard of. Any argument against the mixture of boys and girls in the standards seems to tell with greater force when these are considered; if girls need a woman's influence while they are children, their need is far greater during the critical years when they are leaving childhood behind them. Besides this they are really far more deprived of this influence just when they need it more. In all elementary mixed schools the female assistants far outnumber the male, and are likely to do so more, as the difficulty of getting boy pupil-teachers is annually increasing. I have mentioned that I visited one central school for pupil-teachers with 250 girls and 10 boys. In the ex-standard classes this is reversed, there the assistants are nearly all men, often they have passed the London or other University Matriculation, and are studying for their B.Sc. degree (in one of the largest higher grade schools, every assistant master wore the gown of his university); these teach the science subjects, and the chief art teacher is also nearly always a man, though he sometimes has one or two young women teaching under him. Sometimes, too, I saw mistresses taking part in the teaching of other subjects, but always as subordinates, even the French was sometimes taught by a man, and on one occasion his accent was such that I did not recognise the language till I saw the words written on the blackboard. This dearth of women teachers in the ex-standard classes and organised science schools is accounted for by two reasons—(1) the large number of boys as compared with girls to be taught, and (2) by the fact that few young women of the elementary schoolmistress type can teach as many scientific and mathematical subjects as these budding graduates, but it is surely unfortunate for the 20 to 50 girls who form the minority of the pupils.

Among all the pros and cons of this vexed question one point seem clear, and it is one not to be disregarded by a Commission on Education, viz., that if mixed schools and ex-standard classes continue to increase at their present rate the improvement in the width of education and general culture of elementary mistresses will decrease. Much is being done to raise the type of women who take up elementary teaching; the day-training colleges, some of them with university teaching as at Owens College, the women who have studied at Oxford or Cambridge at the head of resident training colleges, the pains that are taken at many high schools to fit intending teachers to profit by these advan-

tages, all these unite to facilitate the entrance of young women of gentle birth and real culture into the ranks of elementary teachers, and to this more than to any other single cause many people look for improved methods of teaching in our elementary schools. This improvement has already begun, and no one who has seen and talked with the little band of future mistresses who are now being trained at Owens College, can doubt that they and many others like them will help it on in ever-widening circles. They are the sort of women who have long been wanted in elementary schools, they are now far more urgently needed in the ex-standard and organised science schools. But is it likely that these women will continue to press into the ranks when they can never, however successful they may be, attain to any higher position than assistants to men, who, excellent teachers as they may be, are not of the sort with whom they are accustomed to associate? It is not only the question of salary, though that is important enough, it is that they will never be able to try their own plans and introduce their own reforms, and what matters more than all to those inspired with missionary zeal, never be in a position to try, with reasonable hope of success, to raise the moral tone of the girls among whom they elect to spend their lives. It may be said that much of all this will be in their power as assistant mistresses, but this is a fallacy, the headmistress, and she alone, is long enough in contact with her pupils to obtain any abiding influence over them. An assistant mistress may be very popular with her class, a few of the girls may even learn to love her, but they are never with her for more than a year, they pass under other influences and hers is obliterated. With the headmistress the case is different, the girls have to do with her more or less all the time they are at school, she deals with their parents and often knows something of their home life, and I have myself known girls who have come to their old headmistress for help and advice many years after their schooldays have ended.

It will be seen from the above,—

(1.) That little boys and girls are always taught together in kindergartens.

(2.) That it is maintained they can be advantageously taught together in preparation schools up to 13 or 14 years of age, provided their numbers are fairly equal, but that the desirability of the practice is questionable when the boys are in a very great minority.

(3.) That mixed elementary schools are largely increasing in England, and that the mixture is almost universal in organised science and ex-standard schools, that judgment should be suspended concerning them till further time has elapsed, but that the loss of the position of headmistress is likely to affect injuriously the quality of female teachers.

(4.) That the mixed system, if it exist, must be complete.

(3) *Mixture of Social Classes in Girls' Schools.*

As far as the interior of the schools in my district is concerned, I could find no bad effects of any kind from this mixture. Of course it exists to a very small extent in what I have called the "rich private schools." In some of these I found a certain number of girls, whose fathers were wealthy tradesmen, but in others, especially the smaller ones, I was told that all the pupils came from much the same social class, many having been induced to come, in the first instance, because their friends, who lived near them, attended the school. In one school only did I see any pride of exclusiveness, and this was a very trifling example!

I applied a test question in every case, viz., whether, "if large "enough scholarships were offered to enable girls from elemen- "tary schools to attend expensive secondary schools, there would "be any objection to receiving them." Only one lady said that she would object, and this regarded a school so largely boarding, that there seemed some reason for her reply. She said that parents entrusted their daughters to her altogether, for their training as well as their instruction; that she considered it her duty to make inquiries about all girls who came to her, either as boarders or day pupils; and that to open her school to girls chosen by competitive examinations only, even of high social class, would be inconsistent with her principles, "but it would be "very *nice* to get some clever girls to teach," she added, with a sigh! In every other case the headmistress said that she would welcome clever elementary girls, and would have no fear of harm to her pupils, or of discomfort to the new girls. This hearty assent was in some cases coupled with a doubt whether the school curriculum and association with her type of girls would be a good preparation for a girl who must in future earn her own livelihood under somewhat meagre conditions.

In the cheaper day schools, whether endowed, proprietary, or private, every sort of mixture exists, the mistresses approve of it, and, as far as I could judge, the girls themselves do not dislike it, for I saw girls who evidently came from wealthy homes learning together on comfortable terms with girls who as evidently had come by scholarships, or other help, from elemen- mentary schools. In the playground, as was natural, there was less of *camaraderie* between the various social grades; girls who "knew each other at home" showed a tendency to collect in little knots to talk, or to have their game of tennis together, but there was nothing like "giving the cold shoulder" to the less favoured girls even there. The fact that girls from the lower middle classes, especially if they come from elementary schools, need to be *taught* to play, partly accounts for their often seeming rather left out during recreation hours.

In all these schools the rougher element was in the minority, and some of the most experienced headmistresses said that this was a necessity, if the several classes were to mix, as at present, with benefit to all. In this connexion it is satisfactory to quote

from Mr. Fitch's Report to the Schools Inquiry Commission (vol. ix., p. 282): "One lady prides herself on taking pupils "from 'county families'; another draws the line at wholesale "traders, and refuses to receive the daughters of a shopkeeper. "Thus each school is obliged to content itself with pupils of a "particular social grade. When once this is fixed, it is next to "impossible for the mistress to get a new pupil from a family "which considers itself to belong to a higher *stratum*, while the "mistress not unfrequently promises the parents that she will not "receive pupils from a lower."

There is certainly every reason to be thankful with what five and twenty years has done, and to be well satisfied with the interior working of social mixture in girls' schools. How it works *outside* the schools, *i.e.*, how far parents are prevented from sending their daughters to such schools on account of the mixture is another matter, and one about which it is far more difficult to obtain reliable evidence.

A good many things must be taken into account. Parents living in Bury, and even Manchester, where there are none but cheap private schools between the elementary and high schools, have to face a greater mixture than parents of the same social standing in Liverpool, where the lower fees of the institute, and, to a lesser extent, the College Girls' School, attract many of the rougher girls.

In Bury, there is certainly a tendency among its wealthier inhabitants, including many of the professional class, to send their daughters to a distance, in order that they may both "make nice friends," and get rid of their provincial accent, which is truly dreadful in its native purity! The result of this is, that the excellent high school runs some risk of being overwhelmed by the lower middle class, and the Bury tongue.

In Manchester the fame of the long-established high school has a counteracting influence, but there, also, I have no doubt that very many parents who now send their daughters to expensive private day schools would prefer the high school, if they did not object to the mixture of classes among its pupils; as it numbers over 400 scholars, there is, however, no need that it should hanker after these exclusive young ladies! The smaller high schools in the residential suburbs have far less mixture, and they do practically educate the daughters of most of the professional men and of a few large shopkeepers in their neighbourhood.

It is curious that in Liverpool the two schools belonging to the Girls' Public Day School Company, which has done and is still doing such excellent work in breaking down social distinctions in girls' schools, find themselves rather in the position of the "exclusives." This applies chiefly to the school in Belvidere Road, and it is needless to say that it owes this proud position to no effort nor wish of its authorities; it arises partly from the fees being nearly double those of the institute and slightly in excess of the college school and some large private schools, and partly because it happens to be the way of the place.

The amount to which *fashion* decides the school to which parents of a certain class send their children in many, even cultivated places is truly marvellous. I was told this on all sides, with extraordinary stories as evidence. A few years ago a certain private school (which I saw, but will not name), neither better nor worse than its neighbours, happened to be in vogue among a small and select set. This set sung its praises to their friends, who straightway removed their daughters from whatever school they happened to be attending, and sent them to this one; it promptly raised it fees, which again added to its numbers and reputation. After events have proved that it was wise in its generation, for another school has become "the thing," and it is deserted. It is wasted labour to hunt for *reasons* among a class of people who make the name of a place where their children spend the most precious years of their lives their shibboleth of smartness.

§ IV. Cost of Education.

Your instructions under this head begin by assuming "the cost "of education for girls to be less than that for boys," and then proceed to suggest various reasons for this comparative cheapness, into the validity of which it is my duty to inquire.

But I must respectively submit that—

In my district the assumption of the smaller cost for girls' education does not appear to be justified by facts. The largest and most important schools are those in Manchester; in the boys' grammar school the fees are 12 guineas per annum; in the three girls' high schools they differ according to age, but the average fee is also 12 guineas. In Whalley Range Proprietary School for Girls, which has about 140 pupils, they are slightly less.*

In Bolton, the Church Institute has a boys' and a girls' school in the same building, but separate, and the fees are exactly the same in both schools. There is also a boys' school, called a "first grade endowed school," with fees of 9 guineas for boys who are less than 10 at their entrance, and 12 guineas for those who enter when they are over 10 years of age.

The Bolton High School for Girls, which is proprietary and without endowment, charges 9, 12, and 15 guineas, according to age.

In Bury Grammar School for Boys the fees are four and eight guineas respectively in the lower and upper schools.

The girls' high school, which is proprietary and without endowment, charges 12 guineas, except for the little children.

In the Cowley Endowed Schools at St. Helens the fees are seven and eight guineas in the boys' school; in the girls' school they are 6*l.* 12*s.* and 7*l.* 16*s.*

In Liverpool there are no endowed schools of any sort. The Liverpool College, which is proprietary, has three boys' schools, which, according to the classification of the "Schools Inquiry Commission," would rank as first, second, and third grade

* In a subsequent visit to Manchester, I learnt that they are soon to be made the same.

schools. There is only one girls' school, and the comparison of fees is, therefore, less direct than in the other instances which I have quoted.

The *upper* (or first grade) charges 24*l.* per annum for all boys over 10 years of age.

The *middle* (or second grade) charges 11*l.* 11*s.* for boys over 12, and 10*l.* 10*s.* for those between 10 and 12 years of age.

The fees of the *commercial* (or third grade) school are 4*l.* for boys under, and 5*l.* for those over, 11 years of age.

The girls' school does not exactly correspond with either of the three, being four guineas for girls under 11, six guineas under 13, and eight guineas over 13 years of age. Its fees, therefore, are about half-way between the "commercial" and the "middle" boys' schools, but, as far as I could judge from the age to which girls' stay, the equipment and staff of the school, and the sort of education given, it ought to rank at least as high, if not higher, than the middle school. It has 191 pupils, 36 of whom are over 17, considerably more than are to be found of this age in the boys' middle and commercial schools taken together. Its buildings are new and very good, and a grant from the city council technical money has lately provided it with a chemical theatre and laboratory for practical work, which rival those of the Manchester High School, and far surpass any others which I have seen, meant exclusively for the use of girls.

It must, therefore, be allowed that in the Liverpool College Schools girls do get their education at rather less cost than the boys.

There are three schools belonging to the Liverpool Institute, two for boys and one for girls.

In the upper school for boys (which would rank as a second grade school, according to the "Schools' Inquiry" nomenclature,) the fees are nine guineas for scholars under, and 12 guineas for those over, 12 years of age.

The commercial (or third grade) school has very low fees: four guineas for boys under, and 5*l.* for boys over, 10 years of age.

The girls' school charges six and eight guineas respectively for girls under and over 13 years old.

According to fees, therefore, the girls' school takes its place midway between the two schools for boys, and this seems just about where it ought to be educationally, *i.e.*, in this Institute we must reckon the cost of education for girls and boys as equal.

There remain in Liverpool two proprietary schools, belonging to the Girls' Public Day School Company, with fees averaging 12*l.* 12*s.*, the same as those in the Manchester High Schools for Girls.

There are also large numbers of private schools for boys as well as girls in nearly all the towns I have mentioned. The *cheap* schools charge about the same, whether for boys or girls, and vary from 4*l.* 4*s.* to 8*l.* 8*s.*, but there are more "extras" in the girls' schools. The expensive day schools, with fees from 20*l.* to 35 guineas are comparatively rare for boys, as parents who are willing to pay those

sums for tuition usually prefer to send their sons to one of the well-known public schools; for girls the case is different, "living at home" being supposed by many parents to be as good for their girls as they usually consider it to be bad for their boys. There is therefore a large demand for girls' day schools of this type, and certainly in Manchester and Liverpool a wide choice is provided.

It appears, then, that taking the endowed and proprietary schools in Manchester, Liverpool, Bolton, and Bury, we find the cost of education for boys and girls to be the same in Manchester and Bolton, more for girls in Bury, and less in Liverpool in the Liverpool College Schools, but about the same in the Institute.

The data for similar calculations in private schools are less trustworthy, but they certainly point towards higher fees in the girls' schools.

If "extras" are considered, the case is much stronger for the greater cost of girls' day schools, for there is certainly no extra subject so frequently learnt by boys as music by girls, and the charge for this varies from two to eight or even 15 guineas per annum. Happily this accomplishment has ceased to be "essential "in the genteel schools for girls," as stated in the "Schools Inquiry Commission," though much time and money is still wasted on it, by girls who will never touch a piano after they leave school.

Apparently the relative cost of education for Lancashire boys and girls has changed little since Mr. Bryce wrote (vol. ix., page 800): "In the case of the cheaper schools" (for "girls) the fees do not differ from those exacted in boys' schools of "the same social grade. A plain English education, *i.e.*, reading, "spelling, writing, arithmetic, needlework, and the rudiments of "history, geography, and English grammar, may be had for 3*l.* to "6*l.* per annum. French, when (as usually in schools of this "class) an extra, is from 2*l.* 2*s.* to 4*l.* 4*s.* per annum, more fre-"quently the latter. Instrumental music, also an extra, generally "stands at 4*l.* 4*s.* to 6*l.* 6*s.* per annum, though in two or three "schools, I have found it offered for less." . . . . "Thus, "speaking generally, we may say that girls belonging to what is "called the lower middle class, receive a plain education for the "same fees as those paid by their brothers in private schools, "about 5*l.* per annum. When accomplishments (among which "French may be reckoned) are added, their education becomes "at once more expensive, rising to 8*l.* or even 10*l.*"

The cheap schools for girls are not, as far as I saw, *quite* so cheap now as when this was written, but as French is almost always included in the general curriculum, instead of being charged as an "extra," the increase is probably one of prospectus rather than of bills. The position of instrumental music, too, has changed, but in the contrary direction, and it is to a large extent separated from the regular school course. Some teacher, either resident or visiting, is always employed by the headmistress to give music lessons to pupils who wish to learn at school; but

in well-managed schools these lessons are given out of the school hours, and parents are quite free to make their own arrangements, and have their children taught music elsewhere, if they think proper to do so. In practice this choice is chiefly exercised by the more wealthy parents.

I have not attempted to compare the fees charged in girls' and boys' local *boarding* schools, as these depend more on the amusements and luxuries provided than on the education given in them.

I think I have shown that in my district of Lancashire the cost of girls' education is, on the whole, greater than that of boys.

(2.) *Smallness of Assistant Mistress' Salaries. Are there any facts to show how this affects the quality of the education given by them?*

Under this head, I will lay before the Commission such information as I have been able to collect concerning the salaries paid to assistant mistresses in girls' schools. It is by no means complete, especially with regard to private schools, but I can vouch for its correctness as far as it goes. This subject will be conveniently divided into the three grades of schools I have used before, viz., (1.) The expensive private schools; (2.) The large day schools; and (3.) The ex-standard classes, together with the cheap private schools.

(1.) The expensive private schools being often intended mainly for boarders, most of their assistant mistresses are resident, and have supervision and other duties added to those properly appertaining to teaching. This tends to lessen their effectiveness as teachers, as it is often difficult for them to spend sufficient time in correcting the work of their pupils, and impossible to find leisure and quiet for the due preparation of their lessons. The necessity for this is so little recognised, that in many even good private schools no sitting-room is given up for the teachers' use. In the case of young teachers specially, this is a serious disadvantage both to them and their pupils.

It would seem that supervision, &c. ought to be regularly paid for, but this is rarely, if ever, the case. On the other hand board and lodging is reckoned, not at what it actually costs the headmistress, but at the supposed cost to the assistant if she had to provide for herself, and this supposed cost is often a somewhat "fancy" one. For instance, the headmistress of a large and expensive boarding school, told me that she paid 60*l.* per annum to her chief assistant mistress, adding that this was equivalent to 120*l.* per annum to a non-resident teacher. Now, as a matter of fact, any mistress can board in a family for one guinea a week, or 44*l.* per school year, and if two mistresses choose to share lodgings, it is possible for each to board and lodge for 15*s.* a week, or 31*l.* 10*s.* per school year. This has been actually done by two

friends of mine for many years, but of course it means a somewhat troublesome attention to economy. It must be remembered, besides, that the non-resident mistresses have the whole time out of school hours for preparation of lessons, correction of exercises, and their own improvement. The largest resident salary of which I was told was 80*l.* per annum, and this was to a lady of long experience and high qualifications. I heard of several sixties, a great many fifties, some forties, and in one case of 30*l.* per annum.

When the salaries of non-resident mistresses are under consideration the liberal calculation of the cost of board and lodging totally disappears. One headmistress of a school of over 100 girls, told me that she gave her second mistress, who was non-resident, and a lady with a university degree, 90*l.* per annum, and seemed to think that she was treating her very handsomely, because "living is so much cheaper than it used to be." This is perfectly true, but it seems hard that the argument should be used *only*, in the case of non-resident mistresses. The headmistress in question had certainly not taken it into account in her charges to her boarders.

I fear that the salaries of assistant mistresses in expensive private schools have not improved much in the last decade, judging from the instances I have met with, but it must be remembered that these are not numerous, and may be unfavourable specimens; I never asked headmistresses point-blank what they paid their assistant mistresses, though in some cases they were good enough to volunteer the information.

(2.) *Salaries of Assistant Mistresses in Large Day Schools.*

All schools of this kind in my district, with the exception of two belonging to the Liverpool College and Institute, have been established during the last five and twenty years, *i.e.*, since the "revival of learning" for English girls and women.

The work of teachers, as is natural, is carefully arranged in them, and care is taken that adequate time should be allowed for correction and preparation. There are stated hours during which the teacher belongs to the school, but when these are over she is her own mistress, free to correct and prepare at such times as she chooses. This, of course, is the great advantage of day-schools to the teachers, and the system is far more salutary for them than when they must be resident, and always at the beck and call of employers or pupils.

Boarding houses are sometimes attached to these schools, but they are usually managed by ladies, who are appointed by the governing body of the school, but do not teach in it. If an assistant mistress resides in one of these she receives her board and lodging free, in return for her help in looking after the girls.

The question of the salaries of assistant mistresses in these day-schools is a difficult one. They naturally attract the ablest and

best qualified teachers. Are these women paid as much as they ought to be? This question is constantly asked. It has been addressed to me many times, both verbally and in writing, during the last three months, and it is one impossible to answer categorically, without determining what the word *ought* signifies in the mind of the questioner. It is evidently senseless if applied strictly to the question of supply and demand; and as evidently impossible of solution if its meaning depends merely on the opinions or prejudices of the questioner.

I believe that it generally signifies a mixture of these meanings, combined with a somewhat loose comparison of the salaries paid to men who are engaged in teaching, and that its reasoning is reached by some such process as the following: "A woman teaches "as large a class as a man, and teaches it as well; she must "live comfortably in order to do her hard work effectively; she "ought to lay by for her old age; she often has relations "depending on her, therefore the interpretation of her 'living "wage' should be a liberal one." It is then often added, as a tribute to stern logic, "But there are so many women wanting "to teach that it is of course impossible that they should be paid "as much as they *ought*."

Now, in the endowed and proprietary schools in my district I found that, on an average, assistant mistresses taught for $3\frac{1}{4}$ hours in the morning, five days a week, or $16\frac{1}{4}$ hours. The hours are somewhat longer than this, but the time-table is so arranged that each mistress should have a lesson period (generally less than an hour) free, on certain mornings, and there is always the "mistresses' sitting room" in which she can spend it. Besides this, the mistresses take charge of "preparation" for two hours in the afternoon, twice or thrice weekly, according to circumstances—we will put this at five hours a week. Sometimes actual teaching was comprised in these afternoons, but as a rule they were spent in sitting with a number of girls who were preparing their lessons for the next day, and giving them such assistance as was necessary. The mistresses in charge usually brought piles of note-books to correct, and accomplished more or less according to the amount of help wanted by the girls. It would be absurd to count these as regular school hours; I will, therefore, halve them for our purposes. These, added to the $16\frac{1}{4}$ hours of morning lessons, will give a total of $18\frac{3}{4}$ hours per week. Saturday is a whole holiday, so all the teachers are free from Friday afternoon to Monday morning, a boon for which many are devoutly thankful.

In boys' schools of the same grade there are two half-holidays instead of the free Saturday; this makes a little difference in time, and a good deal more in the general wear and tear of school life. The average hours of an assistant master will be $3\frac{1}{2}$ in the morning (for a leisure breathing space in the course of the work is not thought necessary for him) for six days in the week, viz., 21 hours; add to this two hours four afternoons a week, not of superintending preparation, but of downright teaching, and we

have a total of 29 hours, which is a very different thing from the assistant mistress' 18¾. I forbear from drawing a distinction between the master who feels it part of his duty to spend most of his half-holidays in the cricket or football field with his pupils, and the assistant mistress who is perfectly free on all but her "supervision" afternoons, because this distinction is one which ought not to exist, and is gradually ceasing to do so. In an increasing number of schools the mistresses are as keen about the games, and as ready to give time and trouble to making them a success, as any athletic young master fresh from his college eleven.

For the convenience of comparison, I will increase the hours of the assistant mistress to 19 hours 20 minutes, making them exactly two-thirds of the assistant master's 29 hours; her salary ought to be also two-thirds, to put the two on an equality.*

I have not been able to collect all the salaries, in many instances, but those which I have obtained are valuable, as being typical of a considerable number of schools.

One day school (A), with 250 girls, pays 1,320*l.* to its staff of 12 permanent mistresses; this is exclusive of the salaries paid to the headmistress and to the visiting teachers who give lessons in drawing and painting, music, &c.

This sum is distributed as follows:—155*l.*, 145*l.*, 135*l.*, 115*l.*, 115*l.*, 115*l.*, 115*l.*, 100*l.*, 92*l.* 10*s.*, 92*l.* 10*s.*, 80*l.*, and 50*l.* per annum; the 50*l.* goes to a student-teacher, part of whose time is devoted to her own studies, instruction in these being counted as part payment for the time she spends in teaching. The average is 110*l.* a teacher. These salaries certainly compare or rather *contrast* most favourably with those given in expensive private schools, whether boarding or day schools, but I am unable to tell how far they amount to two-thirds of the sum paid to the assistant masters in a boys' school of 250.

Another school (B), with 190 pupils, pays 700*l.* to nine permanent assistants, but, in this case, there are also indirect payments, as two of the mistresses live in the school buildings (without extra duties, as the school has no boarders), and all the mistresses dine at school with the girls. To make allowance for this, I have added 40*l.* for the two residents and 10*l.* for the rest, who only have their dinner free. This gives 130*l.*, 110*l.*, 110*l.*, 100*l.*, 90*l.*, 90*l.*, 80*l.*, 70*l.*, 70*l.* to the mistresses respectively, which is an average of 94*l.* 8*s.*, *i.e.*, more than 15*l.* less than in the other school. The fees of the second school are rather lower than those of the first, its numbers are considerably less, and its pupils belong to a poorer class, all of which facts help to account for the difference.

Neither of the above-mentioned schools are endowed, and one naturally expects to find higher salaries than even in the first, when there is an endowment to fall back upon. This is sometimes the case when the endowment is good, and the governing body liberal in their ideas; for instance, I visited one large school in which there is a mistress to every 17 pupils, exclusive of the

* This is only a rough approximation, as no account is taken of the out of school work, and it is said that women give more time *per lesson* to correction and preparation than men.

headmistress and the visiting teachers; the salaries range from 160*l.* to 60*l.* per annum (this last sum is paid to a young assistant mistress in the kindergarten), with an average of 124*l.* In this school five of the assistant mistresses have 150*l.* or more per annum, and there is a regular scale, carefully arranged by the governors, by which the lower salaries increase automatically up to a certain sum, according to the length of time the mistress has taught in the school. Another sign of the consideration of the governors of this school for their teachers is the saving fund, in which the mistresses can deposit their economies, and receive 5 per cent. on them; no small advantage in these risky days for all investors! These salaries would be impossible in any school with moderate fees, if it were not endowed; they are the highest in my district, and would compare favourably with any in England.

In many schools the endowment provides buildings, and pays a fixed sum (usually 100*l.* per annum) to the headmistress; but the rest of the money goes to provide extra educational equipment and scholarships for the pupils, and as lower fees are often charged than in self-supporting schools, the salaries of assistant mistresses suffer. This is specially likely to be the case, when a boys' as well as a girls' school is managed by the same governing body and the accounts concerning the two schools are not kept separate.

I visited one school managed in this way, where the endowment is considerable, but the fees in both boys' and girls' schools have been fixed at a very low rate. Both schools share the benefits of buildings, rates, school furniture, and various other things, and the headmistress receives her usual stipend of 100*l.* per annum; with these exceptions, the *girls'* school is more than self-supporting, but the *boys'* is not, and so the profits of the one go to wipe off the deficit of the other, with the result that only 272*l.* is forthcoming for a staff of assistant mistresses in a school of close upon 100 girls. This is due to no intentional unfairness, and would not happen but for the confusion of accounts; neither the headmaster nor headmistress appeared to have any notion of the state of the case, and I discovered it by dis-earthing the accounts at the office of the Charity Commission.

Proprietary schools differ as widely as endowed in the matter of salaries. The Girls' Public Day School Company have set an excellent example in this respect from the date when they opened their first school, on the 16th September 1873, till now, when they have 35 high schools (and one middle school), with a total of 7,111 pupils; they have steadily refused to lower their fees, or allow the interests of the teachers to be subordinated to that of the pupils.

Many of the small companies, founded in various localities for the purpose of establishing one much needed school, have been influenced by this example, but they have obvious difficulties which hardly exist in the Girls' Public Day School Company, with its large capital always ready to supplement a new school, till it has had time to become self-supporting.

The Church School Company, which stands next in importance and already numbers 21 girls' schools, though it is less than 12 years since its first school was opened, has worked on different principles, and has adapted its fees to meet the needs of special localities. For instance, in one of its schools which I visited, the fees are 9*l.* 9*s.*, and it is absolutely self-supporting with 80 pupils. It is not surprising to find that the chief assistant mistress, who has studied at Newnham and passed a tripos, has a salary of 90*l.* per annum, non-resident. This Company has reckoned on religious and missionary feeling to supply teaching power under cost price: the result shows that they had good reasons for their calculations, but it also makes it difficult to judge of their schools from an ordinary standpoint.

One disadvantage assistant mistresses doubtless have, as compared with assistant masters, viz., the small number of headships open to them. A successful assistant master has some chance of becoming a headmaster before he dies, and though his kingdom may be small and its coffers almost empty, there is always the possibility that he should prove the man with a power of attracting scholars, so that the school may be doubled and doubled again under his rule. These cases are rare, but there are enough of them to keep hope alive in an ambitious and successful teacher, and there are many hundreds of small endowed schools open to him. But an assistant mistress, however successful she may be, is likely to remain an assistant as long as she is a teacher; the number of girls' schools, both endowed and proprietary is infinitesimal compared with the number of women engaged in teaching, and the private schools, whose name is legion, presuppose the power of providing purchase money.

Is the teaching of Assistant Mistresses affected by the smallness of their Salaries?

In some schools, assistant mistresses, particularly the French, German, and music teachers, are paid low salaries on consideration of being allowed to increase them by giving private lessons out of school hours. In these cases, their teaching is certainly affected, and most injuriously; happily this practice is on the wane in proprietary and endowed schools, though it still exists in a good many private ones.

It is also true that many girls begin to teach without sufficient preparation. If it were known that a thorough training would command a salary high enough to recoup the time and money spent on it, there would be no lack of trained teachers. In nearly all the best day schools which I visited, I found a lady with a Froebel certificate in charge of the kindergarten class, generally with one or more student-teachers helping and being trained by her. This mistress was always paid a considerably higher salary than those who had charge of the lower forms in the regular school, and who had not been trained. This was the

case in the private as well as the public schools, and a good many headmistresses spoke with admiration of the teaching given by these trained mistresses to the little children.

When I inquired about the value of trained teachers for older classes, their tone changed, and I met with various opinions. I saw a few ladies, mostly in private schools, who had studied at the Maria Grey or the Cambridge Training College, and who held certificates of efficiency; but in one case only did the headmistress speak with enthusiasm of the results of the training. This was in a proprietary school, where three of the assistants had been trained; I had some conversation with one of these ladies, and she spoke most warmly of the advantage she had derived from her time under Miss Hughes at Cambridge; she had taught for some years before going to Cambridge which made her opinion valuable. The headmistress endorsed much of what she said, and also told me that she had never experienced any difficulty in working with trained teachers. She was evidently a person who gave a free hand to all her mistresses.

One headmistress (of a private school) said she had had two trained teachers, one from London, the other from Cambridge, and that she would never have another; both were full of their own methods, and could not be induced to alter or even modify them in deference to her wishes. (I should imagine that the "methods" of my informant had been formed some 20 years ago. so the unfortunate young teachers might have had something to say on their side of the question.) Several ladies brought forward the same kind of objections, either from their own experience or that of their friends; they said that each school had ways of its own, and that trained teachers did not easily assimilate.

One headmistress, of much experience and who had a trained teacher in her school, said that she put a high value on training for some girls, but that others were better without it. She also thought that a girl was more likely to make good use of her training, if she had had some experience as a *student-teacher* before going to the training college. Another lady said that unless a girl had a good deal of originality, there was a danger of her simply imitating the methods she saw at the training college, and never adapting them to her own individuality.

All these ladies, and many others, expressed their opinion of the immense importance of experience. One said she would never take a mistress straight from one of the Oxford or Cambridge Colleges, however well she might have done, but she did not wish her ideal mistress to go to a training college, she would rather wait for her till she had been two or three years in some other school, after which she would take her with confidence, especially if she knew the headmistress of the school personally. No one showed much readiness to offer their own pupils as "vile bodies.'

There seemed a good deal of sense in some of the objections urged to trained teachers; but I felt that underlying them all, and influencing the speakers more than they were themselves

aware of, was the idea that at present the training colleges were the resort of the failures, and that the young women with natural capacity for teaching would not need to go to them. On the other hand, all, without exception, spoke highly of the student-teacher system, and said that provided these girls did not count as part of the staff, and there were not too many of them, there was not the least danger to the pupils in the school where they were trained.

(3.) *Salaries of Assistant Mistress in Ex-Standard Elementary Classes and Cheap Private Schools.*

I have found it impossible to separate the ex-standard classes from the elementary schools of which they form the top, as regards the salaries of their teachers. I am also glad to have the opportunity of laying before the Commission the salaries paid to men and women in schools, where exactly the same work is done by assistant masters and mistresses, and no deductions need be made on account of length of hours, size of classes, or even sex of pupils, as in many mixed schools more boys are taught by women than by men. One would expect that here, if anywhere, the salaries would be equal.

In Bolton there are 12,657 children in schools belonging to the board, including the higher grade and ex-standard classes, and all their schools are mixed. The "principals" of these are men, of whom there are 14, with salaries ranging from 654*l.* to 163*l.* per annum; the highest income is earned under somewhat exceptional circumstances by a principal who is also head teacher of an organised science school and other science and art classes; his salary for ordinary elementary subjects is 364*l.*, the master next to him in point of salary receives 307*l.*

The post of headmistress of a girl's school is abolished by this board, but it survives in infant schools. There are 10 of these in Bolton, and their heads are paid salaries varying from 140*l.* to 75*l.* per annum. It is, of course, true that the post of principal is one of much importance and responsibility and deserves high pay, nevertheless the discrepancy between the scales of payment seems excessive. The certificated assistants come next in order, 42 men and 43 women, who have precisely the same work to do, except that the women often have needlework to prepare at night while the men are free. This is recognised in the Bolton "School "Board Year Book" in the following words: "Responsibility "for teaching sewing shall be considered in fixing the salaries of "first female assistants." It is recognised in hard cash by paying the men, salaries from 72*l.* to 130*l.*, and the women from 54*l.* to 84*l.* per annum. It must be understood that these teachers are divided into various classes according to their qualifications, with a minimum and maximum salary attached to each class. I have grouped the classes together, and quoted the highest and the lowest sum paid to men and women respectively.

The ex-pupil teachers (*i.e.*, teachers who have passed out of their apprenticeship but are still working for their full certificate) are paid according to a fixed scale, the men teachers all beginning with 48*l.* and rising by yearly increments to 60*l.* per annum; the women beginning with 36*l.* and rising to 48*l.* per annum. There are only 10 men of this class teaching under the Bolton School Board and 64 women; this, I think, is the explanation of the excessive difference in their salaries. Higher grade board schools, ex-standard classes, and technical schools all help to open the doors to new careers and to higher possibilities in the old trades to boys in the elementary schools; they therefore utterly refuse the drudgery of a pupil-teacher's life, which has always made the elementary master's profession an unpopular one. The same schools, classes, &c. open no new doors to girls, but yearly make wider the *one* which leads to elementary teaching, and more enter by it every year. Only eight male pupil teachers are to be found in all the Bolton Board Schools, while there are 25 girls, and more waiting for vacancies. These are paid according to the following scale, boys begin with 15*l.* and rise to 26*l.* per annum in four years; girls begin with 13*l.* and end with 22*l.* Thus at the beginning of her teaching career a girl is worth more than four-fifths of a boy, but for some mysterious reason her proportionate value diminishes with her years, till it ends by being less than half, in a Bolton Board School.

Liverpool is one of the richest school boards in England, having regard to the number of children in its schools. Most of its schools still maintain the separate system, though three of the largest have become mixed in the last few years. In these, though the position of headmistress has been done away with, the salary has not been affected, as the chief female teacher in a mixed school is paid the same as the headmistress of the girls' department in a separate school.

The salaries are carefully arranged on a regular scale, and run as follows: Principal of a mixed school, from 275*l.* to 320*l.*; chief mistress in same, from 100*l.* to 130*l.* In separate schools, where the heads of each department are independent, and have equal responsibilities, the headmaster has from 165*l.* to 210*l.*, the headmistress from 100*l.* to 120*l.* There is the same scale for assistants in all the schools, whether separate or mixed, viz., from 100*l.* to 120*l.* for masters, and from 75*l.* to 80*l.* for mistresses.

Thus we see that, in Bolton, a headmistress may attain to 140*l.* a year; in Liverpool, to 130*l.*, but board schools are large, and the number of headmistresses small in proportion; the vast majority can never hope to earn more than the maximum salary of a trained and certificated assistant mistress, which is 84*l.* in Bolton, 80*l.* in Liverpool. These may be taken as fair examples of the salaries paid by school boards, and they command the market. Voluntary schools can rarely pay as well, or have quite as highly qualified teachers.

I have thought it right to dwell on these facts at some length, because it applies to many teachers in ex-standard classes as

well as to those in elementary schools, and also because a teacher's career is the one looked forward to by the great majority of the clever girls in the organised science schools who hope to earn their living. It is earnestly to be wished that more careers should be opened to them. If the supply of women teachers of all grades continues to increase at its present rate, elementary schools will soon be entirely in the hands of a few highly-paid men and a mass of badly-paid women. The post of headmistress already shows signs of disappearing; that of assistant master will be the next to go, and, in the long run, this state of things will be injurious to schools as well as to mistresses.

It is, however, to the *cheap private schools* that we must go for the nadir of assistant mistresses' salaries. A very few instances will suffice. One girl who I came across in Liverpool, had served her four years' apprenticeship in a higher grade school, had passed the Cambridge Local Examination as a junior, and then decided that it would suit her better to teach in secondary rather than elementary schools. She had been altogether without work for a time, and last July thought herself fortunate in receiving 30*l.* per annum, non-resident, as the sole assistant mistress in a school of 40 children. She was between 21 and 22 years of age, and explained that as the school was near her home, she was really better off than if she had received 50*l.* and had to provide both board and lodging. She did not seem to feel any hardship in earning less than an under-housemaid of 17, who lives in her master's house.

It is common for a school of this class, which has from 60 to 70 pupils of ages varying from 5 to 16 years of age, to be taught by one assistant mistress, and 2, 3, or 4 (pseudo) pupil-teachers. The assistant mistress is paid 20*l.* or 30*l.* per annum, and the pupil-teachers receive lessons from her in French and music in return for their services. The headmistress sometimes takes her fair share of the teaching; sometimes is responsible for needlework only (both plain and fancy), which is often *well taught.* As a rule, teachers in these schools are young women who live at home with parents who always provide them with lodging, often with board also; they are, therefore, glad to accept almost any salary. I believe that 45*l.* is considered very handsome remuneration for the whole time of such a teacher, even when, as in the case mentioned above, she has spent four years in preparation for the work.

If the school takes boarders, one teacher from a distance, with good qualifications, is often engaged, and she is paid on much the same scale as I have cited above for non-resident assistants.

It seems then—

(1.) That in comparing the salaries of assistant teachers in boys' and girls' day schools, it is important to take into account the hours which they respectively spend in teaching.

(2.) That taking the three grades of school mentioned above, assistant mistresses are most regarded and

best paid in large high schools, whether endowed or proprietary; but that in the case of an endowment belonging to both boys and girls, it is important that the accounts of the schools should be kept separately.

(3.) That expensive private schools with boarders are apt to undervalue (pecuniarily) the extra demands made on the time of a resident assistant mistress, and to overvalue the cost of the board and lodging which is allowed her; and that in some day schools of the same class there is a tendency to beat down the non-resident salaries.

(4.) That in elementary and ex-standard schools the oversupply of women, and the under-supply of men teachers has made the salaries unduly different between the sexes, and that in cheap private schools salaries of assistant mistresses reach their lowest point.

(3.) *Are Local Authorities willing to contribute as much per Girl as per Boy in the Distribution of Grants?*

The large sums made over by Government from the Excise and Customs duties, and annually distributed by county and city councils, may be roughly classed under two heads, viz., money spent on providing technical instruction proper, and money spent in giving such Secondary Education as will fit the recipients to make good use of this technical instruction.

All the expenses of building and fitting up technical institutions, of salaries to their lecturers, as well as all grants to teachers in applied science and art, may be classed under the first head for "providing technical instruction." It absorbs the great mass of the money, and doubtless most of it goes to assist boys and men in some form or other; but this is due to the circumstances of the case rather than to any unwillingness to deal fairly towards girls and women on the part of the local authorities. All the instruction given in technical institutes, and all the costly machinery fittings, are at the service of women, could they make any use of them. I have looked through many long lists of classes on technical subjects which are expressly stated to be open to women. I find that instruction will be given in "iron and steel manufac- "ture, electrical instrument making, metal plate work," &c., and not till near the end is there anything useful to women, such as "principles of dressmaking and cutting out." This may be hard on women, but it is only the corollary of the far greater hardship of being unable to work at any of the skilled and well-paid industries. Should it become possible to make room for women in the highly paid department of any trade, such as bookbinding, there is little doubt that classes for training them would be started at the institutes, and subsidised by the technical money. Even as

things are at present, girls and women benefit to the full as much as men in the art classes, and the local authorities have been liberal in providing instruction specially for women in dress-making, cookery, laundry work, nursing, &c., and in rural districts have held perambulatory classes in dairy work and cheese making. Their zeal in this direction has even been criticised as invading a province better left to ordinary elementary schools and continuation classes.

When we come to the other way in which the technical money is used, viz., by subsidising Secondary Education, either by scholarships to be held in secondary schools, or by grants to the schools themselves, there seems no reason why boys and girls should not benefit equally, subject, of course, to the special conditions in the different towns.

In Liverpool the council of education offers 24 scholarships, giving free education in a secondary school and 12*l.* towards maintenance for 2 years; 22 of these are "open" to all scholars in elementary schools, both girls and boys, while two are confined to girls; this seems like too great partiality to girls, but on further inquiry we find that the subjects by which the 22 "open" scholarships are awarded, practically confine them to boys just as much as the two are confined to girls.

The Manchester City Council has been most munificent in the matter of scholarships, spending no less than 2,000*l.* on them alone, in the year 1893. They may be held in the Owens College, the municipal technical school, the municipal school of art, and are open to men and women. The subjects of examination make it extremely improbable that many women will be successful in open competition with men except in art. Still two out of twenty-five were won by girls last year; value 30*l.* for two years, tenable in the municipal technical school, and other two, out of five of the same value, tenable in the municipal school of art. These numbers are small, but yet are enough to show that the word "open" is no misnomer, and we may hope that the proportions of successful candidates will not always bear its present ratio between the sexes.

Besides the above mentioned, the city council offers six scholarships into the Manchester Grammar School of the value of 25*l.* for two years: these are of course, confined to boys, and no equivalent scholarships of any kind are offered to girls, though half a dozen scholarships into the girls' high schools would be the greatest boon that could be given them. This seems a distinct hardship, and one which can only be accounted for by the local authorities in this case not being willing to contribute as much per girl as per boy in the matter of scholarships.

Another way in which Secondary Education is subsidised, is by direct capitation grant to the schools themselves. This plan, in addition to the giving of scholarships, is adopted by the Liverpool City Council on the following principle: "A grant of 2*l.* per head in the case of boys, and 1*l.* per head in the case of girls." For this "principle" there certainly seems no reason in the eternal fitness of things.

I might multiply similar instances, but these, especially as taken from the two great capitals of the north, suffice to show that at present local authorities do not appear willing to distribute equally between boys and girls that portion of the technical money allocated by them for the subsidising of Secondary Education, while the other, far larger portion, which goes to the direct maintenance of technical instruction, must of necessity be mainly used for the assistance of boys and men.

§ V. Competition.

How far are Girls' High Schools suffering from the Competition of Cheaper Schools?

In am inclined to believe that the numerical suffering, which doubtless exists, has been exaggerated in so far as the words "cheaper schools" refer to the higher grade schools with their ramifications into organised science and other ex-standard schools.

In Manchester there was prevalent a general feeling that girls' high schools were already suffering in numbers, and were likely to suffer much more from the establishment of these almost free schools at the top of the elementary schools.

The Dover Street High School, from its position as well as from the large proportion of its pupils, which come from elementary schools, was sure to suffer the most, and it has suffered, but I found on investigation that its two sister schools at Pendleton and Upper Broughton and the proprietary high school at Whalley Range had not suffered at all.

*The Dover Street School, which is "par excellence" *the* Manchester High School, has been affected in two ways, both as to the quantity and quality of its numbers. The diminution in numbers, which is considerable (from 560 in 1884 to 410 in 1894) is due to various causes, chiefly, perhaps, to the foundations of the other schools under the same governing body, so that the headmistress did not press this as largely caused by the competition of the higher grade board schools. The quality of the girls coming up from the elementary schools is another matter, and an important one, to the Manchester High School, which draws a full quarter of its pupils from these schools. Formerly (before the establishment of higher grade schools) parents of the cleverest girls made strenuous efforts to send them on to the high school after they had passed their standards, and they were urged on, and sometimes indirectly assisted, by the elementary teachers. Now the influence is all in the direction of keeping the clever girls for the ex-standard classes and letting the dull ones, who would be worse than useless as science and art grant winners, pass on to the high school. Unfortunately, the difference in fee between the two schools is evident to the parent of meanest capacity, while

* See account of Manchester, page 369.

the difference of education given requires a certain amount of education to be estimated properly.

It is unlucky that extra attractions in the shape of two entrance scholarships from the elementary to the high schools, value of 25*l.* for three years, ceased just when they were most needed. The great central higher grade board school opened at Deansgate in 1884, and the last scholarship was offered in 1885.

I believe that it is to scholarships that we have to look to check undue competition from the cheaper schools, and that the present grievance would be much diminished, if not totally done away with, if only the Manchester City Council would offer to girls the same benefits it has for years given to boys, viz., six annual scholarships of the value of 25*l.* for two years, to be held in any of the Manchester High Schools, but not open to pupils already attending those schools.

In *Liverpool* it is not the two high schools belonging to the Girls' Public Day School Company which suffer; their position and their fees protect them; these, though the same as those in Manchester, are higher than in many Liverpool day schools. It is the Girls' Institute, with lower fees, situate in the midst of the town, which has suffered most. The girls' college, too, has been affected, but to a less extent. Here, too, the hardship seems greater. In Manchester the higher grade schools are under the school board, and offer intellectual, if not useful, education to such scholars as are able and willing to continue at school till they are 15 or even 16 years of age. People may disapprove of higher grade schools, but, at least, they know what they are disapproving of in Manchester. In Liverpool the case is different. There is one central higher grade board school in Brae Street corresponding to the central school at Deansgate in Manchester, but this has been very recently established, and is now (the summer of 1894) opening its doors to girls for the first time; it has an organised science school, ex-standard classes, &c., all under the school board, and worked on the same lines as the Manchester Schools. It is clear that it is not this school which has injured the institute and other girls' schools hitherto, whatever it may do in the future.

The other Liverpool higher grade schools have nothing to do with the board; they are all elementary schools carried on on the voluntary system, generally under a board of managers. They are higher grade in the sense that specific subjects are taken up in Standard V., and continued in VI. and VII. In some cases, this seems their only difference, educationally, from ordinary elementary schools; but, in the best schools, pupils are encouraged to stay in large enough numbers to form an ex-standard class, and they have some science and art classes on which they earn grants, and have also lessons in French, and some other subjects.

In all, the fees are higher, which makes the class of children who attend them more select, and "Higher Grade" applies as much socially as educationally. It is these schools which compete with

the old-established ones of the institute and girls' college in Liverpool.

Bolton, Oldham, and Rochdale are the only other towns in which I found higher grade schools. In all of these they belonged to the school board, and were managed in much the same way as the central school in Manchester. In Bolton, all public education is so much in the same hands, that there is little danger of one grade of school injuring another, and the only complaints I met with, came from struggling private schoolmistresses.

In Oldham and Rochdale there are no high schools to be injured, and the higher grade board schools are welcomed as helping to fill a pressing need.

The competition which does the worst and most widely spread mischief to schools of all kinds, is that of the cheap and inefficient private schools. These spring up like mushrooms round a good school, and instead of being warned off by its establishment, are thick round its very doors. This is but natural; people want money, they see children going to and from school, and it occurs to them that here is a way of earning it. All other businesses need some outlay, or some proof of capacity; a school needs nothing but a brass plate on the door. Of course these people may not get pupils, but even then no harm is done, it is one of the few cases when "all is to gain, and nothing to lose"; so the plate is bought, and another inefficient school is added to those which already batten on a credulous public.

The good private schools which charge fair fees, provide proper apparatus, and pay competent teachers, are the most to be pitied in this competition, for they suffer doubly, once in their pocket and twice in their character, through having nothing to distinguish them in the eyes of the public from those who are underselling them.

Headmistresses of good private schools desire some form of registration most eagerly. This desire was expressed in every town, almost in every school, which I visited. It would benefit the efficient schools all over the kingdom, and still more the thousands of poor children who are annually decoyed into the inefficient ones. If these were once swept off the face of the earth, (and they deserve no mercy, for they are dishonest as well as worthless), there would be pupils enough for every school which is doing honest work, including the higher grade board schools.

In the foregoing pages I have laid before you such information as I have been able to collect in answer to the questions contained in your "Instructions."

I must apologise for the frequent repetitions; these are to some extent the inseparable consequences of my endeavour to keep closely to your instructions, as the *same fact* has often appeared to me to help in answering more than one question, but I am aware that many might have been avoided by greater care in writing the report.

The same kind of repetition will occur even more frequently in the accounts of towns which follow, as most of the facts recorded in them have been already mentioned, but this appears to be of less consequence, as though I have grouped them under the name of Chapter II., they are intended for occasional reference, rather than for being read straight through, and have been written with a view of (1) trying to give you the opportunity of seeing the towns as I saw them with their curious differences and individualities; and (2) enabling you to judge how far I have in my report, drawn correct conclusions from the data before me.

CHAPTER II.

Towns.

St. Helens.

This place is in the West Derby Hundred, 12 miles from Liverpool and 21 from Manchester. It has grown with extraordinary quickness and now numbers 57,234 inhabitants in its municipal borough, though the mayor who entertained me and helped me in my inquiries most kindly, said he could remember it a comparatively small place. There are several villages and little townships joining and properly belonging to it, if these be added, the population will exceed 102,000. It is the largest centre of glass manufacture in England; plate, flint, and bottle-glass being made here and sent to all parts of the United Kingdom. There are also iron and brass foundries, chemical works, and copper smelting. In most of the works children are employed to a large extent, as the manufacturers demand, and the parents eagerly supply, their children as half-timers. The elementary schools, which are voluntary, are in a struggling condition, and being dependent on the subscriptions of the manufacturers for their very existence, naturally accede to these demands, and the children are allowed to become half-timers as soon as they have passed the Fourth Standard, and to leave school altogether when they have passed Standard V. The elementary schools differ greatly as to the quality of the education given in them, according to the parish to which they belong, but they are all alike in practically ending with Standard V., so few children being left to form a Sixth Standard that it is practically non-existent. Unfortunately my visit was at the time when the schools were closed for the summer holidays, but I was told on good authority that there were not 150 children, boys and girls together, in the Sixth Standard in all the schools of the place. Elementary schools.

The manufacturers have for some years been aware of the need for some sort of technical education, if their "works" are to continue to be successful, and efforts in various directions have been made of a somewhat spasmodic character which have not been very successful. In June 1893 an enthusiastic "director" was engaged to organise and prepare the place for regular work, which will begin as soon as a fine institute (presented by Colonel Gamble) now being built, is finished. The bad attendance at previous lectures and classes seems due to the fact that people whose education is limited by Standard IV. or V. of the Elementary Code are not in a condition to receive technical instruction, imperfect reading and writing being difficulties which must first be overcome. For this purpose there are evening continuation classes in several places in the town.

None of the educational classes held last winter were attended by girls or women, and several courses on needlework and cookery only managed to attract 91 in all.

Cowley School.

There is an absolute dearth of private schools. I could only hear of one, and that is very small and chiefly preparatory. One good endowed school does exist, the Cowley. It was opened in 1882. The endowment consists of a very small bequest left by one Sarah Cowley in 1700, which has greatly increased in value, and is now worth between 800*l.* and 900*l.* per annum. This maintains two schools, one for girls and one for boys, which are quite separate, though under the same roof. It is pleasantly situated but rather too far from the busy part of the town. The fees are 6*l.* 12*s.* for girls under 11, and 7*l.* 16*s.* for those over this age; and there are no extras, books and stationery being included. There are 93 girls in the school, 18 being from elementary schools. These schools vary so much that the headmistress told me that girls who had passed their standards in one of them were fit to enter her fourth class, while she was obliged to place girls from all the others in the first class, *i.e.*, at the bottom of the school.

There are three entrance scholarships, of value varying from one to three years' payment of fees. These are always held by girls from elementary schools.

There are also four scholarships open to girls already in the school, two of which are given by the headmistress; the latter often go to the same girls who won the entrance scholarships. The head mistress says more scholarships of both sorts are badly needed, and the success of the scholarship girls certainly warrants some increase, as nearly all of these have got to the top of the school; one is an L.L.A. of St. Andrew's, and a well-paid assistant mistress in a high school; others have gone back to the elementary schools as pupil-teachers, being excused part of their apprenticeship and allowed to take first or second year's papers, according to their age and attainments. These girls are eagerly sought by the managers and headmistresses.

The rest of the school is composed of girls from St. Helens and the neighbourhood, some from places six miles off. The ages vary from 7 to 18 or even 19 years of age. There were 20 girls over 17 at the time of my visit; a good many of these have come at 7 and obtained their whole education at the school. The pupils are (with the exception of the 18 elementary girls) chiefly daughters of manufacturers and professional men; hardly any are children of tradesmen, as the lower middle class seems almost non existent in St. Helens.

The staff consists of three assistant mistresses and three student-teachers, the oldest of whom receives a small salary. This staff is too small, considering the large range of age among the pupils. The curriculum is that of an ordinary high school with a somewhat unusual proportion of time given to scientific subjects (but by no means an undue proportion), as the assistants have qualified as science and art teachers, and at different

times have taught physiology, practical hygiene, sound, light and heat, and botany, and have earned small grants by sending their pupils in for the South Kensington Examinations.

There is no manual instruction of any kind, not even needlework for the lower classes. The headmistress said she regretted this, but was unable to fit it in with her present poorly paid staff.

It is evident that a school of this size and range of age cannot be self-supporting at its rate of fees, and at present its usefulness is certainly impaired by the strict attention to economy which is necessary. The endowment is diminished by a sinking fund, which is gradually paying off a mortgage incurred in 1882 for the building of the schools, which cost 15,000*l*. The accounts of the two schools are not kept separately, and I found no one who was able to tell me what proportion of the endowment was devoted to the girls' school. I therefore examined the accounts at the office of the Charity Commissioners, and found that after the joint expenses of the two schools are deducted, such as management of trust, rent, rates and taxes, firing, lighting, &c., there is a profit on the girls' school, but that the boys' school is not self-supporting; so the economies of the one go to make up the deficit of the other, which certainly seems hard, especially when it badly wants the money, and is one instance among many of the importance of *separate* accounts, when there is more than one school on the same foundation.

Scholarships.

When, as here, only one secondary girls' school exists in a population of over 100,000 people, it is of the first importance that this school should be as good and as useful as possible; both these aims would be met by the establishment of a considerable number of scholarships; if, to some of them, the condition were attached of the holders becoming elementary teachers, the maximum amount of good to the place would be ensured. Improved teaching in the elementary schools is the most pressing need in St. Helens, and without some such plan as I have suggested, it is difficult to see how this is to be effected. At present, the pupil-teachers, which are always too numerous in poor schools, are chosen by the headmistresses from among the sharpest and most promising of their own pupils, when they are about 12 years old. They *cannot* have had higher teaching than that of the Sixth Standard; in the vast majority of cases, only that of the Fifth. They are probably "candidates" for one year, "monitors" for another, and are "bound" as pupil-teachers when they are 14: they serve their four years' apprenticeship in the same school, receiving what instruction they are fortunate enough to obtain, from the same headmistress: they pass their annual examinations, and at the end of four years, they just struggle through the final or "Queen's Scholarship" examination. They rarely go to a training college, but continue in the same school as "ex-pupil teacher," with a small salary; after another series of years (long or short, according to the ability and ambition of the girl), and more examinations, they gain their full certificate, and their salary is

raised, but it is always low, as the girl still lives at home, and therefore cheaply.

In all probability many of the assistant mistresses at St. Helens have spent their whole lives, since they were four or five years of age, in the same school, their physical horizon bounded by its four walls (such ugly walls they are too, in most of the schools), their mental, by the attainments of the headmistress. The life of these girls has been thoroughly successful from their own point of view, and but one ambition remains, viz., to attain at last the proud position of headmistress of one of the St. Helens Schools. As they would accept a far lower salary than any outsiders, who would necessarily pay for lodging as well as board, there is the strongest presumption that this ambition, too, will be gratified in due time.

Could a better plan be devised for keeping the elementary schools at their present dead level of mediocrity? Now, a girl who has spent three or four years in a secondary school is another being from the teacher described above, it is not only that she *knows* more, though this is a considerable gain, but her whole outlook is different, and there is some hope that she will insist on going to a training college before taking her certificate.

It is hardly my business to suggest where the money for these scholarships should come from; but when the Gamble Institute is finished and its work set going, it seems unlikely that all the "technical money" at the disposal of the borough county council should be needed for its maintenance, and the surplus might be well expended in scholarships to both boys and girls from the elementary to the secondary schools.

It is to be hoped, too, that the interests of girls will not be forgotten in the choice of subjects and formation of classes in the new institute.

Bury.

This town is a convenient one to describe next, and to compare with St. Helens, which place it resembles in many respects, and yet the impression made on one is totally different in the two towns.

It is like St. Helens in being a county borough, a manufacturing place, with many different industries (population 57,206 in the municipal borough, and 99,540 in the ecclesiastical parish); it also has no school board, and only one good secondary school for girls, which, however, is proprietary instead of endowed.

It has besides several private schools; one, which has 40 pupils, being somewhat better than the others.

There is a large Roman Catholic population, and many elementary schools; one of these is called higher grade, is attached to the convent of the "Daughters of the Cross," and taught by its nuns. There are evening classes on many subjects, literary, scientific, artistic, and practical, chiefly supported by the funds at the disposal of the technical committee of the borough county

council; some, too, which are specially intended for women, on cooking and dressmaking. There have been Oxford Extension Lectures, both afternoon and evening, for several years, and at all these classes women and girls form a fair proportion of the audience. In some (besides those formed purposely for them) they far outnumber the men. At present the classes are carried on in various places in the town, but a magnificent technical institute is now finished, and will be opened at the beginning of next winter session;* it will then be possible to have systematic instruction in the science and technique of the special industries of the place, and the committee intend to utilise the building in the daytime for art schools, science and other classes for the richer inhabitants of the town.

The elementary schools are distinctly better than those at St. Helens; all have Sixth Standards, and a few have attained to a fair-sized Standard VII.; but as all are voluntary, they differ more than is desirable, according to their parish.

The proprietary school was opened in 1884, and now has 114 pupils, eight of whom are little boys. The fees are 3*l.* 3*s.* for the kindergarten, and 12*l.* 12*s.* for the older girls; as books and stationery are not included it is about twice as expensive as the Cowley School at St. Helens. Twelve per cent. of the girls come from the elementary schools, but as there are no entrance scholarships, these are selected by the length of their father's purse instead of by their own ability, and I could not discover that they had made any special mark, either at school or in their subsequent career; they are mostly girls of about the same stamp as the rest, whose parents live at some distance, and who have therefore sent them to an elementary school close at hand till they were old enough to go to and from the high school. High school.

I visited this school twice, heard the teaching of all the classes, and saw the girls at play. The staff is sufficient, the teaching lively, and the girls interested in their work. They are a particularly bright, healthy looking set, and were using their recreation time for real games and skipping matches, on one of the hottest mornings in June.

Needlework is taught to the younger girls, but there is no other practical instruction of any sort.

The whole school is annually examined by the Cambridge Syndicate, and individual girls go in for the Cambridge Local examinations, the oldest, for the Higher Local examination: one girl has gone to Newnham, and I saw others who were hoping to follow her example.

The situation of the school is very convenient, being close to the railway stations, but the building (an adapted house) is not well suited for its present purpose, and as both committee and headmistress are living in hopes of a large grant from the Hulme Trust, they are naturally unwilling to spend more money than is absolutely necessary on their temporary abode.

* This was written in August, 1894.

Higher grade school.

I visited the Roman Catholic School and was most courteously treated by the nun in charge of the "higher grade school," which term is used, partly socially, partly educationally. The fees vary from 9*d.* to 1*s.* 3*d.* a week; this being higher than in other elementary schools in the town, weeds out the rougher children. The school is under Her Majesty's Schools Inspector, but specific subjects are taken in Standard V., and as the nuns are well-educated women, they introduce what may be called a "taste of secondary subjects," quite low in the school; *e.g.*, a little French is taught even in Standard I., with a view to make it easier to learn when taken up regularly as a "specific" subject later on. The numbers in the standards are small, compared to most elementary schools, which further facilitates this introduction of extra subjects. From 20 to 30 girls stay after passing Standard VII.; they are nearly all preparing to become elementary teachers, and work entirely at such subjects as will be most useful for this, without any question of Science and Art grants; if the nuns give their services gratuitously, probably the girls' fees would pay the other expenses. The needlework at this school is exquisite, the best I have seen anywhere.

It is a curious fact that more than half the children at this school are Protestants: they are of course exempted from religious instruction, and the sister assured me that no attempts were made to proselytise: but outside the convent, opinions differed on this point.

The best private school is in somewhat non-inviting quarters. It has 40 girls, and both fees and standard of work are below the high school, but it is well spoken of, as doing honest work of its kind, and is said to be useful for girls who are either too stupid or too delicate for the more stirring life of the high school. The other private schools are either preparatory or "dame schools," and I saw none good for much in either department.

The educational "atmosphere" in Bury is refreshing after that of St. Helens, and the good attendances at afternoon and evening classes (in which old high school girls are well to the fore) is certainly encouraging; at the same time, if we reckon the proportion of girls who are actually receiving a Secondary Education, we find it very low. It is not easy to know what population to count as belonging to and depending on Bury Schools. At the "official inquiry of the Bury and Hulme Trust," held last June, Mr. Webb stated that the Bury Schools supplied "large neighbouring towns of 25,000 and 30,000 inhabitants, such as "Heywood, Radcliffe," &c. "And from each of these districts "came a considerable number of pupils, so that the population "they served was nearer 300,000 than anything else." This may be taken as an *ex parte* statement, but it was not contradicted at the meeting. If we reckon 106 girls at the high school, 40 at the only private school which has any claims to giving Secondary Education, and 30 girls at the Convent Higher Grade School, above the standards, we have 170 in all, which is unsatisfactory enough,

whether we take Mr. Webb's or our own more modest statement of the population.

Suggestions.—Clearly something ought to be done here. The *demand* for education does not seem wanting to nearly the same extent as at St. Helens. The fact that many Protestant children are sent to the convent school, in spite of its manifest disadvantages, proves this.

Two distinct things are needed, some help for the exceptionally clever girl, whether of industrial or lower middle parentage, who at present can have no more education than she can get in an elementary school; also a sound education for those girls of average ability, whose parents would like them to remain at school till they are 14 or 15 years of age, and would be willing to pay about 5*l.* per annum for their schooling.

The exceptionally clever class is small enough to be easily provided for: a few entrance scholarships into the high school with one or two exhibitions from it to the universities would make their ladder complete.

It is harder to see what is best for the ordinary lower middle class girl in this particular place; the high school is too expensive, and even if it were not, the education is unsuitable, as a curriculum planned with the intention of carrying on the education to 17 or 18 cannot be of the right sort for a girl who will leave school at 14 or 15, and either go into a shop or help with the house work at her home. If a middle school entirely independent of the present high school were started, there would be rivalry between the two, and the high school would suffer; there would probably be a risk of overlapping, and it would be difficult to prevent the new school from enlarging its curriculum, and keeping its girls too long, in which case it, too, would suffer. This would be prevented if a "modern school," with fees from 3*l.* 3*s.* to 5*l.* 5*s.*, were started as a department of the high school; its curriculum should aim at giving a good and suitable education to girls who will leave at 15 at the latest, and will, many of them, have to earn their livelihood in shops, post office, or other similar way. If a girl wished to stay longer she would pass into the high school, and a few scholarships would make this easy. The new school would gain much from the prestige of the high school, and might also serve it, in many ways. The money from the Hulme Trust likely to be awarded for the education of girls in Bury consists of 5,000*l.* in capital, to be spent in building and equipment, and a further income of 500*l.* per annum. The delay in obtaining this is caused by dissatisfaction with the sum offered for the *boys*, and an idea that if the award for girls is once accepted, it will increase the difficulty in obtaining better conditions for the boys. It seems unlikely that the grant will be much further delayed.

The 500*l.* would be enough to make two girls' schools first rate, if combined in the way I have suggested; and then Bury would be fairly supplied with Secondary Education for its girls.

Warrington.

This town has 51,977 inhabitants in its municipal borough, and could therefore claim to be a county borough, and spend the proportion of technical money due to it, independent of the Lancashire County Council, but at the time of the passing of the County Council Act, its numbers were under the requisite 50,000, and since they attained that number, the municipal council have not taken the steps necessary for the assertion of their independence, so it remains in its present somewhat anomalous position, and receives grants for its various undertakings from the Lancashire County Council.

Warrington, like Bury and St. Helens, has no school board; most of its voluntary elementary schools are attached to some special church or chapel, and the Mount Schools, which belong to the oldest and most important church, and are under its rector, have a large Standard VII., and are said to be well managed. At the time of my visit the buildings were undergoing alterations, and I could not therefore see these schools in their normal condition. The other elementary schools are not above the average, with the exception of one, which is saddled with the unfortunately misleading name of "The People's College," and which is really a "British School," giving a good elementary education to nearly 1,000 children, from about 7 to 13 years of age. It works under a committee, and is entirely undenominational, having daily prayers, followed by a short reading of the Bible, "without note or comment." The same committee manages two infant schools, which are in different parts of the town, but under the same principal, Mr. Twiss. The schools are nominally "mixed," but he prefers the separate system, and has an equal number of male and female teachers (six of each), and at the time of my visit only Standards VI. and VII. were mixed and taught by a man. The teachers were all fully certificated, but there were a few pupil-teachers helping with the large standards, and Mr. Twiss complained of the increasing difficulty of getting boys both suitable and willing for this work.

The People's College.

The numbers are 405 girls and 528 boys, and the payments vary from 2*d.* in the First Standard. to 6*d.* a week in the Sixth and Seventh. Full advantage is taken of the freedom allowed in the choice of specific subjects, and the girls take domestic economy in Standards V., VI., and VII., besides cookery in Standards VI. and VII. Reading was going on at the time of my visit, and it was a relief to see Standards IV. and V. intent on the leading articles in newspapers, instead of reading (probably after many repetitions) the eternal "Readers." The principal considers that the children ought to know something of what is going on in the world, and has some plan, by which he gets a large number of copies of the same issue cheaply when it is from two to three days old. He expressly stated that the papers were

conservative and liberal on alternate weeks in order that no one should suspect him of a desire to proselytise politically.

Considering the intelligent methods of teaching adopted in this school, it is not surprising that it should gain the "excellent" grant, but the fact (of which Mr. Twiss assured me) that the school is self-supporting, without help from rate or subscription, must mean very clever management on the part of the committee. The salaries, which are *fixed, i.e.*, do not depend on the results of examinations, are decidedly good to the men, and not worse than in other places to the women.

The children appear to be allowed to leave after they have passed Standard IV. and to work as half-timers after Standard III., but both byelaws are practically inoperative as far as this school is concerned.

The pupils belong to the artisan and small shopkeeper class, and receive a sound and suitable education, *as far as it goes*, but this is only to the top of the Seventh Standard. A certain number of children, about 14 per annum, stay at school after passing this standard, but there is no special work for them to do, and they gradually leave, in the course of from four to six months.

There appears in Warrington to be a distinct demand for a somewhat longer education than can be given in an elementary school, which would be satisfied by the addition of an *Eighth* Standard on the part of the Elementary Education Department. The principal of this school said that this would exactly meet his needs.

The name of "People's College" is a misfortune to the school, and is lamented by its principal. It was given some 40 years ago, and he says it "sticks to the place, do what we will to get "rid of it."

The children whom I saw at this school, as well as those who attend the ordinary elementary schools of the town, are well provided for after they have passed their standards and begun work, by all kinds of evening classes; there are continuation schools, science and art classes, technical classes, &c., and the subjects are chosen with regard to girls as well as boys. These are held in different buildings, and it is much to be wished, that there should be one large institute in which all could be collected under the superintendence of the active organising secretary, who at present spends his time in rushing from one place to another.

Private schools.

When we look for educational provision for the better-off classes, we find one grammar school, of old foundation, for boys, and nothing but private adventure schools for girls. These are not numerous, and I was able to become acquainted with all of any importance. They are small, and are all trying to do exactly the same thing at present. Their fees also *appear* (from 9*l.* 9*s.* to 12*l.* 12*s.*) to be very much alike; but I was assured here, as in other places, that these fees did not represent the sums actually charged, and that much vexatious underselling went on surreptitiously. One lady offered to show me her accounts, in order to prove that her pupils actually paid the fees charged on her prospectus. They were certainly low enough for the education she

professed to give, but these schools are not at present giving an adequate education to the middle and upper middle classes in Warrington, though two, and possibly more, are capable of improvement and enlargement. They would welcome inspection, and might take their place in any future educational organisation.

Clergy Daughters' School.

There is one good boarding school just outside the town, and close to a large normal training college for elementary teachers. I went over both, and found that they were doing excellent work, but their only direct influence on the education of Warrington is, that they help to support University Extension lectures, which are fairly well attended by the town as well as by their students. The school is entirely boarding, and for the daughters of the clergy, to many of whom it must be a great boon. It holds 60 girls, and rarely has a vacancy. The fees are 45*l.* for any clergyman's daughter, and this, the headmistress told me, just covered all expenses of board and tuition, though not of *rent*, as the buildings, which are excellent, belong to the committee. The school is intended, in the first instance, for the daughters of clergy in the old diocese of Chester, including nearly the whole of Lancashire, and they are received for 25*l.* per annum, and, if orphans, for 20*l.* per annum.

These fees cover all the usual subjects, besides laundry and doctor, and an extra 5*l.* covers music, books, stationery, &c. There are various extra small scholarships for poor and deserving girls.

A good education is given, girls are prepared for the Oxford or Cambridge examinations, and the school is annually examined by a graduate appointed by the committee of management. A large proportion of the girls are prepared to earn their livelihood by teaching. There is no technical instruction, beyond really *good* plain needlework, and, considering the state of crass ignorance in which many of the girls enter, even those of 12 and 14 years of age, it is difficult to see how time for it could be found.

There is a lack of *games* at this school: one field is kept for tennis, though certainly half of it might be spared for hockey or rounders, during the many months when tennis is out of season, and when a daily walk of one and a half hours seems the only exercise. The headmistress felt the need, and appeared willing to act on my suggestions.

She told me that the salaries she was able to get for her girls on their first leaving, were considerably lower than they had been from 10 to 20 years ago.

Blue-coat School.

No account of Warrington would be complete without a few words concerning the curious Blue-coat Charity, of ancient foundation. The children are nominated by trustees, 33 boys and 24 girls being the present numbers. They are clothed, fed, and educated. The teaching is purely elementary, and the boys are sent out into the world at 14, but the girls are kept till 16, and thoroughly trained for domestic service.

A remarkable religious function is held on Sunday evenings in the little chapel. A boy reads prayers from a small

wooden pulpit, his place is then taken by a *girl*, who recites the Gospel for the day, another boy recites a psalm, and then the headmaster catechises. This service is open to the former students and the friends of the children, and the evening ends with a supper. It is needless to say that the chapel is always crowded. I know of no other case in which a *girl* takes part in a public religious service!

Suggestions.—The lower middle class is provided for educationally, up to 13 years of age only. That the upper classes are not, is shown by the fact that out of 16 Warrington girls who passed public examinations last year (1893), 13 were from St. Elphin's Clergy Daughters' School. These passed the Oxford Senior and Junior local examinations, three girls taking honours; only three girls appear from all the other Warrington schools, two belonging to one school and one to another, and these took the lowest class of the College of Preceptors' examinations.

If a Standard VIII. could be added to "The People's College," *one* secondary public school would meet the needs of the place, provided its fees were low, not more than 6*l.* 6*s.* or 7*l.* 7*s.* per annum, for the usual English subjects and French; with extra charges for German, Latin, &c., for those who could afford a somewhat wider education. This would be best for the girls' education; but it is possible that existing schools might be adapted, if some educational organisation could fit them into their proper places of high and middle schools respectively; the former to have a curriculum leading to the higher local examinations, and keeping its pupils to 18 years of age; the latter, ending at 15 or 16, and aiming at the University Junior Locals.

Wigan.

Wigan is a county borough, with a population of 65,011; it, like Warrington, and unlike any other large towns in my district, has elected to leave the spending of its share of the technical money to the Lancashire County Council. The borough is surrounded by several townships, some of which join Wigan, by long straggling streets, while others are connected with the parent town, through each other. I could hear of no secondary school for girls in any of these towns, except in Upholland, where there is a small grammar school, where 16 girls are taught, with 24 boys (see page 344). This is four miles from Wigan, and one from Orriell; I drove to it, passing through Orriell and going over rough pavement the whole way.

Schools.

The elementary schools in Wigan are all voluntary, and as usual, when such is the case, of varying degrees of goodness. A curious experiment is being tried, as last year (1893) members of a school board were elected in the usual way by the ratepayers; they have met at intervals to discuss educational matters, but have taken no steps towards establishing board schools, and apparently do not intend to do so. Opinions differed as to the "*raison d'être*" of this anomalous body; some of my informants

thinking that they were meaning to pave the way for the ultimate foundation of board schools, and others, that their object was to ensure their continued non- existence, by seeing that no localities were left unprovided with voluntary schools.

Few of the elementary schools possess a Seventh Standard, one called a "British school," which is managed by a committee of the "New Jerusalem" sect, being said to be the best off in this respect.

Wigan is a stronghold of Roman Catholics, and is remarkable as having escaped the Reformation, so that (I was told) one church continues the same ritual which it has used, without let or hindrance, since it belonged to the pre-reformation English Church. There are many elementary schools belonging to the Roman Catholics, which are taught, as far as the girls and little boys are concerned, by the sisters of the convent of Notre Dame at Standishgate. One girls' school is attached to the convent and called "higher grade." I called on the superior, but found her unwilling to admit me; she said she had filled up all the papers for the Royal Commission, that they had taken a long time, and she could not imagine what anyone could want more from her. It also appeared that the school was about to break up, and the prize giving was fixed to take place on the very afternoon of my visit, so the poor lady was naturally very busy. As far as I could learn from her, the term "higher grade" has but little to justify it, as the whole school is under H.M.'s inspector, there are no ex-standard girls, nothing special about Standard VII. or Standard VI.; and the only difference between it and the other elementary schools in the town is that *French* is taught by the nuns, not only as a "specific subject," beginning in Standard V., but more or less throughout the school. It is attended by Roman Catholics only, and takes no part in the general education of the town.

Secondary Schools.

The only education for girls, above that given in the somewhat poor elementary schools, is provided by a "Church Company School," and by a few private adventure schools; the best of these is backed by a committee, so may perhaps claim to be a proprietary school. It is called the "Wigan High School for "Boys and Girls," and has 30 girls and a somewhat larger number of boys. The principal is an experienced schoolmaster, who appears to rule the school as really a private one. The fees are low, and the school belongs to the commercial or "middle" type. Pupils are prepared for the Cambridge Local examinations, and are said to be successful in passing them, though in last year's lists only two girls appear, one a senior and the other a junior, in the Cambridge Local examinations. There are four or five other schools, distinctly inferior to this, according to the general opinion of my informants.

The *Church Company High School* was opened eight years ago, and certainly not before it, or some similar school, was wanted. It is situate close to the fine grammar school buildings (boys) near the station, and yet in quite the best and busiest part of the town. The building consists of two shops, cleverly adapted

to teaching purposes. The rectory is within a stone's throw, and the rector is kind enough to allow part of his large garden to be used as the girls' playground.

The fees of this school are 4*l.* 10*s.* for the kindergarten; 6*l.* 6*s.* for girls under 10; 9*l.* 9*s.* for those over this age. These cover all ordinary subjects, including French, but German, Latin, and harmony are extras at 1*l.* 10*s.* per annum, while instrumental music and advanced drawing and painting cost 3*l.* 3*s.* per annum. The headmistress said that the average fee did not amount to 9*l.* 9*s.*, exclusive of music, but including other extras. The kindergarten class is taught in one of the unoccupied rooms of the large grammar school, and the same mistress teaches the youngest children of both schools. She holds a first-class kindergarten certificate, and does her work well. The school (not counting the kindergarten) has 80 pupils, 10 per cent. of whom come from the elementary schools, but as there are no entrance scholarships, these are chosen not by their own ability, but by that of their parents to pay the school fee. The headmistress says that their arithmetic is good, especially if they come from the "New Jerusalem School," but the other subjects are not worth much, and the children are usually dull, and have but little notion of using what ability they possess. Two scholarships are given by the company, open to children already in the school; value, half fees for one year. The headmistress feels the need of entrance scholarships, and said she felt sure the company would welcome any inspection which might lead to their attainment.

The religious instruction is distinctly Church of England, the Catechism and Prayer Book are taught, and a clergyman gives a weekly Bible lesson, but there is a conscience clause, which is but little used. There are at present 12 children of Nonconformists in the school; none are withdrawn from prayers, and only five, who are Baptists, from the religious instruction.

The technical subjects are needlework, book-keeping, drawing, and botany. Pupils are sent in for the science and art examinations in the two latter subjects. They do fairly well in the Cambridge Local examinations, as is shown by the time-tables of last year, where two seniors and six juniors passed from this school, besides two others in the College of Preceptors' examinations.

There are six permanent mistresses, besides the headmistress, including the lady who teaches the kindergarten class; one has passed many examinations, ending with the Classical Tripos at Cambridge; others hold LL.A. St. Andrews; Cambridge Higher Local; Royal Academy of Music (Honours), and Frœbel certificates. The staff is, therefore, a good one, and, as far as I could judge, the teaching is sound.

The headmistress regretted the low salaries of her assistants, the highest being 90*l.* per annum, non-resident; the others considerably lower. She agreed with me that they were below the market price, but said that living and teaching under direction of the Church was accepted by her, as well as by her mistresses, in lieu of remuneration. The school has been self-supporting for

several years, even to the extent of paying its own rent, rates, and taxes. Last year brought heavy expenses in papering and painting, and caused an apparent deficit of 80*l.*, but as the united gains of past years exceeded this sum, it cannot be said to come out of the funds of the company.

This must mean, not only careful management, but also a paring down of every educational luxury, and the school would profit greatly by a somewhat larger income which would allow of better apparatus and rather more elasticity. It is evident that both town and school would gain if entrance scholarships were founded by the county council, tenable in the school. The only difficulty appears to be the Church teaching, but I do not know that this need be insuperable, as it is the only school of the high school type in Warrington, and the conscience clause seems to be honestly adhered to.

At present Wigan cannot be said to have adequate provision for the Secondary Education of its girls. It is not an attractive place to live in, and I was told that not only the wealthy merchants, but also the fairly rich professional men sent their daughters to boarding schools at Southport or more distant places, and that they would continue to do this, however good the day schools might be, as they wish their children to make "nice friends," and get rid of the Lancashire accent. It is difficult to reckon for these, but say 40 (which is probably above the mark), and 80 at the Church Company High School; this gives 120 who may be said to be receiving a high school education. There are 30 in the "so-called" Wigan High School, 16 in the Upholland Grammar School, and perhaps another 40 in the private schools, who are receiving an education which may be called "middle" or lower secondary, *i.e.*, 206 girls, for a population, which, including the surrounding townships, may be roughly put at about 150,000.

Suggestions.—The elementary schools need improving, and some educational organisation is urgently required, to insist on schools of different grades retaining their proper place in it, and to put an end to the anomaly of a good "third grade school" being called a high school.

Also, some system of scholarships from the elementary to the higher schools is badly needed.

Upholland.

Mixed Grammar School.

This is a small town about three miles from Wigan, but its grammar school deserves notice in my report, as I believe it to be the only one of its kind in the district assigned to me in which boys and girls are still taught together. The foundation dates from a long way, and has gone through many vicissitudes. When Mr. Bryce reported on it in 1864 it was at a very low ebb. The school was then in the town and in bad repair.

A few years ago most of the small endowment was sunk in buying the house in which the school is now held, with some fields belonging to it. It is a very pretty little place, only a few hundred yards from the main road, which is paved and most

townlike, and yet it seems quite in the country; there are pretty views on every side, and only smoke enough in the distance to accentuate the pleasure of being out of it. The school has the appearance of an old manor house, and its windows look out through a tangle of roses, jessamine, &c. There is a good kitchen as well as flower garden, and a large playing field at the back.

The headmaster was for many years an assistant master at Rossall School, and was attracted to Upholland by the good house and the beauty of the situation. The schoolrooms are in the yard, being the old stables, coach-house, &c., altered into one large school, two class-rooms, and suitable cloak-rooms. There are 40 pupils—6 being boarders and 16 girls, all of whom are day pupils. I saw them all at work together, and was struck by the greater neatness of the girls, who looked of a higher class as well as older than the boys, and was therefore surprised to find them all brothers and sisters, and of about the same age, some of both sexes being over seventeen. They do all their lessons together, except needlework, which is taught to the girls by the headmaster's wife, who is a German lady. The staff consists of Mr. Rennard, one assistant mistress, and one assistant master, who holds Science and Art certificates, and is able to send in his pupils for South Kensington examinations. Nearly all the pupils, girls as well as boys, have passed their standards at the elementary schools, to which this serves as a true "secondary" school. They are prepared for the Cambridge Local examinations, and five boys passed last Christmas—one in honours, but no girl.

Mr. Rennard said he had greatly disliked the idea of having girls, and had only yielded to it from the persuasions of parents, but he finds it to answer well in practice, and says that it makes the boys gentler, thereby lightening the discipline and making the school run with less friction. He spoke strongly of the importance of their being *entirely* mixed, if at all. At Upholland they play as well as work together, one of the teachers being of the party, to see that the girls do not suffer from too great roughness of the boys; the only separation is in the cloakrooms, which have different entrances.

Plain needlework is the only approach to technical instruction for the girls, but the boys do a good deal of useful, rather rough carpentering, and the six boarders spend Saturday, which is a whole holiday, in gardening and helping the headmaster, who is evidently clever with his hands, in any odd jobs about the place.

The endowment is very small, consisting of the house and a small farm which lets for about 40*l.* per annum, but there is room for 70 in class and for 14 boarders. This school deserves to be better known, for the pupils are well taught and the preparation for their future life is good. The misfortune is the name of *Wigan* on the address; no one who had not seen it could imagine this little green oasis within four miles of one of the blackest and dirtiest of Lancashire towns.

Though this is the only mixed school (endowed) in my district, I heard of others where the headmasters had been pressed to receive girls, and would have liked to do so. Prescot and Hindley and Abram are examples, where only the poorest private adventure schools for girls are to be found, and where the boys' grammar schools are suffering from too small numbers.

Stockport.

This town is partly in the Salford Hundred and partly in Cheshire, so my visit to it may have been somewhat out of my province, but I wished to become acquainted with its organised science school, which differs in some respects from all the others which I know.

It is a busy manufacturing place and a county borough, which, unlike Warrington and Wigan, manages its own technical money. The population is 70,253.

It has no school board, and the elementary schools vary greatly as to their efficiency, most of them ending with Standard VI., though one belonging to the Wesleyans is called "higher grade" and has a large Seventh Standard. The private schools, some of which I visited, are few in number and old-fashioned in method, but good of their kind, willing to place themselves under inspection and adapt their methods to modern requirements.

Technical School.

There is a fine "technical school," a jubilee building, which was opened in 1889 and is supported by nearly the whole of the "customs" money, 1,100*l.* per annum, allotted to the borough county council. Evening classes are held here in various subjects, some are science and art classes under South Kensington, others are in literature, others again in commercial subjects; there have also been special courses in domestic economy and dressmaking for women. These have been largely attended, and a fair sprinkling of girls are found in many of the other classes.

The whole technical school is under a principal, who is also headmaster of the day organised science school. Stockport is, as far as I know, the only place where the fine buildings needed for evening work are thus utilised in the daytime, and the experiment is therefore a most interesting one. The school was opened for boys in 1889, and last year it was decided that girls should also be admitted, a much needed concession, considering the meagre provisions for their Secondary Education in the place. The school is intended for children who have passed their standards in the elementary schools and whose parents are able to allow them one or two more years of education. The fees are 2*l.* 2*s.* per annum, but there are many entrance scholarships given to boys and girls from the elementary schools in equal numbers, and there is also a plan by which deserving children are taken free on the recommendation of their head teacher, even if they fail to win a scholarship, so that practically no child is debarred from attending the school through inability to pay its fees.

Though this is an organised science school, receiving a capitation grant from South Kensington and working for Science and Art examinations, as it is not wholly dependent on grants for its subsistence, the curriculum is more varied and better suited to the needs of the children than in most of the schools of this kind which I have seen, and the girls' time-table differs considerably from that of the boys. Nevertheless, Mr. Browne (the headmaster) regretted the 15 hours * per week which must be given to Science and Art subjects, and said he thought the girls might receive the intellectual training given by the study of chemistry and applied mathematics by working at subjects likely to be more definitely useful to them in after-life.

A goodly list is already provided, from which choice can be made by the girls, *drawing* of all kinds, *mathematics*, including arithmetic, Euclid, and algebra; *chemistry*, both theoretical and practical; *French, English*, literature and composition; *commercial*, geography, shorthand, and book-keeping; *manual training*, comprising needlework, dressmaking, cookery and laundry. At the time of my visit 20 girls were working at practical chemistry in an excellent laboratory, with a rather larger number of boys.

The headmaster said that as far as his present experience goes, he finds the girls neater handed and more careful than the boys, but slower in mastering fresh ideas; this, he thinks, is due to their having done less mathematics in the elementary schools.

All the pupils who hold Whitworth Scholarships value 7*l.* per annum, are bound to stay two years, and the manufacturers offer inducements to the boys to stay even longer, as they value the thorough business training given. The headmaster thought it would be difficult to induce the girls to stay the requisite two years.

Unfortunately, this school is by no means as well attended as it ought to be. The elementary teachers are jealous of it, and do not send in their best children for the scholarship examinations. Where winning a scholarship would mean losing their cleverest pupils this is easily understood, but the children are not required to compete till they have passed Standard VI., and few of the Stockport schools have a Standard VII. As the scholars are leaving them in any case, it is difficult to see why they should not be encouraged to continue their education elsewhere.

Without going into the question of the amount of blame to be attached to these teachers, the fact that this excellently managed school has difficulty in attracting pupils, while the organised science classes at the top of higher grade board schools are easily filled, seems to emphasise the truth of the often repeated assertion, that the higher teaching of elementary children must be in the school, and under the teachers to which they are accustomed, if it is to be successfully carried out.

Wesleyan Higher Grade School.

The only school which can be said in any way to rival the organised science one, is the "higher grade" school belonging to

* Since my visit the 15 hours has been reduced to 13 by the Science and Art Department.

Wesleyans. This resembles the "People's College" described n the chapter on Warrington (see page 338), and its name, too, is rather a misleading one, if the idea of a "higher grade" school has been formed from those in Liverpool and Manchester. This one in Stockport rather resembles the convent school in Bury (page 336); and, like it, owes its name to two distinct causes, (1) specific subjects are taught in it, there is a good Standard VII., and a few children stay on for some months after passing it; and (2) its charge is higher than at the other elementary schools, being 4*d.* per week on an average, and the children attending it are consequently less rough than in the cheaper schools. The school has so good a reputation, that its numbers, which are about 900, without counting the infants' department, are always full, and children are waiting for vacancies. It is mixed throughout, and this for principles' sake rather than convenience, so that if a standard must be divided on account of its large numbers, an equal number of boys and girls is kept in each division. Mr. Johnstone, the headmaster told me that "mixed schools were an "article of faith among the Wesleyans." He is "principal" of the whole school, Mrs. Johnstone being mistress of the infants' department. The buildings are small, the rooms close, and the school struck me as altogether inadequate for its numbers. This is not surprising, as it, like the People's College, is self-supporting. It is managed by a committee, and the salaries of the teachers are fixed, but there are neither subscriptions nor help from the rates.

Suggestions. If there were (as unfortunately there is not) reciprocity between this school and the organised science school described above, the education of the lower middle class would be provided for in Stockport.

There is a boys' grammar school close to the technical institute, and the two establishments work together cordially and helpfully, but there is no provision for any education for girls above those of the lower middle class, except what can be found in the private adventure schools. The need for a girls' high school is felt to be urgent, and a proprietary school, with high school fees and methods of teaching, is soon to be opened, in buildings near the Technical Institute, the intention being, that its laboratories and drawing studios should be used by the girls attending it, as they already are by the boys of the grammar school. When this school is opened, and scholarships made tenable in it, the *average* girl, of whatever class, will be provided with both technical and literary education, and if a few *larger scholarships* are founded out of the ample funds at the disposal of the borough county council, to be held at some place of higher education, the girl of exceptional ability will also have due provision, and the educational ladder will be completed.

Southport.

This is a handsome town, 18 miles from Liverpool, and 37 from Manchester. Its population being only 43,026, it is a non-

county borough, and sends its two representatives to the county council of Lancashire, from which it receives its share of the technical money, which was 810*l.* in 1892. This is expended by the municipal council, subject to the approval of the Lancashire County Council.

Southport had built a fine "Victoria School of Science and Art" before the passing of the "Customs Act," having levied a halfpenny rate for this purpose in 1885, and now uses its technical grant for providing classes in various subjects, both technical and literary; the courses in dressmaking, laundry, and cookery are said to be particularly good, as well as those in art, which are held in both evening and daytime; these are taken advantage of by women of various grades of society. A total number of 918 (men and women) attended the classes in this building in the year 1892, but I have not seen the returns for last year.

The elementary schools are voluntary, and neither specially good nor very bad.

Southport differs from the other towns I have described, in being intended for pleasure rather than work; it is bright and clean looking, has no manufacture, and its chief trade is that of building. It is often called the "Brighton of Lancashire," being the chief sea-side and health-resort in the county.

Birkdale may be considered as the West End of Southport, though it has its own local board, and sends one representative to the Lancashire County Council, from which it received 220*l.* in 1892. Its separate population is 12,387, and this money was spent on its own classes in drawing, cookery, dressmaking, ambulance (separate classes being held in this for men and women), wood-carving, science, and agriculture. This list of subjects shows that the interests of women were not forgotten. The attendance was small in 1892, 19 at the women's ambulance class being the highest average number, in spite of the nominal charge of 6*d.* per course of from 12 to 18 lessons: but it is hoped that the attendance will increase as the value of the instruction becomes better known.

Strange to say, Birkdale is ahead of its larger sister town in having a school board, consisting of seven members, of whom one is a lady. In spite of this separate rule, the two places practically count as one. The private schools are legion. I visited a good many, but it would have taken weeks to become thoroughly acquainted with all. Birkdale especially teems with them, there being brass plates on more gates than one could count. All those which I saw or heard of were of the expensive kind, consisting chiefly of boarders, but admitting day scholars also. The houses in which they are held appear to have been built as private residences, and adapted to their present purpose; they are generally imposing looking houses, standing in their own gardens, and, in some cases, having also an acre, or even more, of wild sandy moorland inclosed, and used as a playground. Private Schools.

Southport schools are noted for their games, which seem to have almost superseded the dull walks, and matches between the pupils of different schools are played with great fervour, and in

many different games. The salt water lakes allow of safe rowing, and one school which I visited had its own boats and annual regatta.

There is a large "Physical Training College," of which Mr. Alexander is the principal, and many of the schools have well fitted-up gymnasiums of their own, in which he, or some of his numerous staff, gives lessons, while those of a rather less luxurious type send classes of girls to the college for their physical exercises. One headmistress told me that two of her former pupils were apprenticed to him, and that they would be provided with plenty of well-paid work as soon as their training was finished. She considered this sort of teaching afforded a good opening for suitable girls, and the competition is not likely to be overwhelming, as physical as well as mental gifts are absolutely necessary for success in this line.

Health, and all that appertains to it, is certainly considered in the Southport schools, and, as far as I could judge, the mental training of the girls is not sacrificed to it. Among so large a number of schools some are sure to be bad, or at least only moderately good; but I was favourably impressed with all which I saw, and in some, most interesting experiments in training for the future life of the girls are being carried on (see page 298). I found it difficult to judge of the total expense of a girl at these schools, as many of the subjects are charged as extras, but, roughly speaking, they appeared to vary from about 80*l.* for boarding, and 30*l.* for tuition, to 50*l.* for the one and 20*l.* for the other. They all, therefore, belong to what I have called the "Expensive private school" type; nevertheless, several send in to the public examinations and pass their pupils well in them, for I find 58 girls who passed in 1892; these come from 16 schools, the majority of which take the Cambridge Local examinations as well as those of the College of Preceptors.

The upper classes are certainly well provided for in this place, and though I did not see cheap schools suitable for the lower middle class, I feel by no means certain that such do not exist. In the girls' side of the Southport Grammar School, a proprietary school under a board of directors, about 80 girls are educated to the standard of the Cambridge Locals: this is the only public school in Southport.

Suggestions.—Some kind of educational organisation is doubtless needed here as elsewhere, but it is probable that if the various schools were fitted into their different grades, it would be found that there were schools enough for all, and that only scholarships to help the clever girls from the elementary to the better schools, and thence to higher places of education, were needed, to make the educational provision of the place satisfactory.

Oldham.

So far I have described towns where the elementary schools are voluntary, and where the Secondary Education of girls of the lower middle classes is left entirely to cheap, and in too many cases, inefficient, private adventure schools. In many instances the

instruction of the richer classes is also left to chance, but, as we have seen, chance has been kinder to them than to their poorer sisters.

Board Schools

I now come to the towns where school boards are in their full strength, and where, in the absence of other educational provision, they have thrown themselves into the breach and endeavoured to supply the much needed secondary instruction for the industrial and lower middle classes.

When one sees a great city, full to repletion of magnificent institutions, seething with educational enthusiasm, and year after year inventing fresh luxuries, by which even the drudgery of the beginnings of learning are made attractive, one may be inclined to be wrath with the school boards, many of which are giving instruction rather than education, and by their cheapness and pecuniary prizes are keeping a certain number of children from their rightful heritage of good intellectual training.

One must spend a little time in St. Helens before one can appreciate their work, and the state of things they have endeavoured to supersede.

Oldham is only six miles from Rochdale, but the two towns are separated by a strong wall of sentiment and prejudice, and have no dealings with each other, no intermarriage between the two having been entered in the register of the parish church for many years. In so far as Oldham does not suffice for itself, it depends on Manchester. It is a parliamentary and county borough, and has grown with mushroom rapidity. The municipal borough had a population of 82,000 in 1871; 111,343 in 1881, and 131,463 in 1891. It owes its prosperity to cotton manufacture, but besides the cotton factories there are coal mines and industries of many kinds: even in these days of bad trade, Oldham boasts of having but little poverty. As in St. Helens, there is almost no lower middle class of tradesmen, but here their place is taken by well-to-do artisans. I believe it is the only town in Lancashire where some years ago the committee of the Co-operative Stores, consisting of working men, themselves engaged their lecturer from the Oxford Extension Delegacy, paid the fees, provided a large lecture room in their own Co-operative Hall, and an audience of men to the number of 1,200.

There has been a school board for many years, which is now building its twelfth school, to hold 1,000 children; when this is finished, there will be accommodation for 8,000 in the board schools: there are also 40 voluntary schools, attached to various churches and chapels, several being Roman Catholic.

There is a blue coat school which feeds and clothes 90 poor children, but the education given in it is purely elementary. At present, the secondary schools are all of the private adventure sort, and those for girls are small, and evidently have not taken root in the place.

Oldham is one of the three towns which claims under the Hulme Trust. Manchester has already been nobly helped by it,

and a grant has lately been made to Oldham of 18,000*l.* capital for building, and 1,250*l.* as annual income for the education of boys and girls. The scheme directs that 750*l.* of this should be spent on the boys, and 500*l.* on the girls. Both are to be taught in the same building, but with separate entrances and class-rooms, though a very fine central assembly room will be common property (see page 356). The building had made considerable progress at the time of my visit, and is planned to hold 250 boys and 150 girls.

At present, a certain number of children, both boys and girls, are sent to boarding schools at a distance—these are the children of the few rich manufacturers. A larger number send their *sons* to the Manchester Grammar School, so that a troop of 38 was going daily in July; a *very few* of the same people send their daughters also to Manchester to the excellent high school in Dover Street, but the number of girls is small compared to that of the boys.

As for the rest of the girls, some of them, mostly the younger ones, are sent to the little private schools, but the bulk of them are educated in the elementary schools belonging to the board. These are excellent of their kind, having fine airy buildings, with all the newest sanitary improvements. The standard for leaving is the Sixth, with the Fifth for half-timers, and the clerk told me that the board hoped soon to make the Seventh the total exemption standard; this by itself speaks volumes for the general feeling concerning the importance of education.

Three years ago, the Waterloo Board School (till then an ordinary elementary school) was made a higher grade board school; the buildings were enlarged and adapted, and the work above Standard VII. was put under South Kensington and was made an *organised science school.*

Higher Grade School.

All the ordinary elementary work goes on in this school, which is "mixed," boys and girls working together, and all are under Mr. Abraham Smith, the headmaster, there being both male and female assistants under him, while a mistress has charge of the infants' department.

The "specific" subjects allowed by the Code are taken up in the three upper standards, and are chosen with a view to the ex-standard work, thus in Standard V. girls have one and a half hours' French per week and about the same time for English composition, while their reading time is used to give a little introduction to history and geology. In Standard VI. they begin animal physiology, continue it in Standard VII., and also have lessons in physiography. On the *practical* side, they are having two afternoons for needlework, and lessons in cookery and laundry. The laundry is a fine place, the best she had seen, the mistress said, who was giving a practical lesson at the time of my visit. The cookery school answers its purpose fairly, but is not so good as some I have seen elsewhere.

These three standards, as well as the lower part of the school, are purely elementary, and are under Her Majesty's Inspector, but they are certainly improved in the width of the

education given by the fact that extra subjects are paid attention to with a view to the work to be carried on in the ex-standards.

After Standard VII. the connexion with Whitehall ceases altogether, both as regards inspection and grant, the rates also can no longer he used, except as providing *buildings*, and even in this matter there is some doubt as to how far the extra building, over and above what is used for the elementary school, ought to be paid for out of the rates. In the matter of salaries the fact that the same teachers are employed for ex-standard and elementary work, doubtless means some direct and considerable indirect advantage. Making full allowance for these aids, there is still a large expense both in plant and salaries, and the problem is how it is to be met.

There are two ways; the most obvious as well as the most remunerative being to form an "Organised Science School." If this be done, the work is placed under the Science and Art Department, which takes the place to a great extent of the elementary department under which the headmaster has been accustomed to work. He still keeps his register, and gets his capitation grant, provided the necessary attendances have been made by the scholars, and he earns his grant, which varies from 2*l.* to 8*l.* in science, and from 10*s.* to 6*l.* in art, according to the special subject and the class attained in it. It is true that the higher grants are only earned by advanced pupils, still with clever management, by choosing the subjects which pay best, and by regarding the grant rather than the grant-earner, a very fair income may be amassed; this is paid to the school board, which again pays it out in due proportion, the plan of allowing the headmaster to "farm" the school being happily obsolete.

Unfortunately, the dependence of the Organised Science School on South Kensington differs in one essential particular from that of the elementary school on Whitehall. In the latter case *all* the subjects are examined in, and *all* are considered in the amount of grant, while in the former only those which properly belong to Science and Art have any place; they only are examined, and they only earn grants or bring credit to the school. It is unnecessary to recapitulate the consequences.

There are other reasons which make the rule of South Kensington as at present administered a bad one for children, and more especially for girls, to work under. Its classes were formed in order to encourage work among adults, and naturally were arranged to be held at night, the only time at which men and women could attend them; thus all the examinations are held in the evening, from 7 to 10 o'clock; this is bad enough for boys of from 13 to 15 years of age, but it is far worse for their sisters.

Organised science schools held in the daytime have only come into prominence of late years, no doubt through the demand for some more systematised instruction than can be obtained in cheap private schools, on the part of the lower middle classes. According to the South Kensington law, three hours per diem must be spent

in science and art subjects, *i.e.*, 15 * hours out of 25½. This leaves 10½ hours for religious and literary instruction, and as science and art subjects include arithmetic, mathematics, and drawing, the division is a fairly workable one. The Oldham School is an example of what really happens. There were 20 girls and 48 boys at work at the time of my visit, all doing practical chemistry together in a splendid laboratory, fitted up with all the new improvements; uncommonly bright and happy they looked. They were regularly weighing and testing with their own hands, a master directing and going round to give what help was needed. These girls were in the first year's course, and had not long come out of the Seventh Standard, and their ages varied between 13 to 14½; they were preparing to be examined in elementary mathematics, chemistry, both theoretical and practical, sound, light and heat, mechanics, and geometrical drawing, nearly all of which subjects were perfectly new to them. The headmaster hoped they would get grants on most of these subjects, in which they were to be examined the following May, evening after evening, and always between 7 and 10 p.m. I found, as might have been expected, that the literary subjects which earned no grant, and in which there were no examinations, were compressed into 4½ hours including music and drill! It is therefore absurd to blame South Kensington for its 15 compulsory hours, and somewhat useless to petition that Department to demand a less number, seeing that the *pecuniary* exigencies of the case make the earning of grants of such unfortunate importance.

The school board clerk and headmaster joined in deploring the necessity of the curriculum, especially for the girls. The headmaster said that those who were to be pupil teachers—about half the total number, were distinctly the better mentally for the intellectual effort of the work, but for the others, whose destination was home, or work in shops, he thought it almost useless.

I saw six girls only, who were taking the second year's course, which consisted of much the same subjects taken on to a higher stage, and hardly any were likely to stay to the end of the school year; a girl of 15½ was the oldest present.

They were altogether a neat and well-dressed set, and I found on inquiry that few belonged to the class which, in more southern counties, would send their daughters to elementary schools. The parents of these children were thriving tradespeople, managers in factories, head artisans, small manufacturers, and professional men. It is impossible to tell how far this was due to the small provision for Secondary Education in Oldham, and how far to a real preference for the South Kensington kind of education. Doubtless its cheapness was an important factor in the matter,

* Since I visited Oldham, the 15 hours have been altered to 13 by the Science and Art Department.

the charge being 6*d.* a week for ratepayers, and 9*d.* for those who did not pay Oldham rates.

The religious instruction is not satisfactory under this board. It used to consist of reading a portion of the Bible daily, without note or comment. The present board has introduced explanation and instruction of an undogmatic character, with the result that one third of the children are withdrawn from it by their parents, and spend the time in working at some secular subject, which is usually arithmetic. Both the school board clerk and headmaster felt sure that this was due to political rather than theological causes. The question of religious instruction has for many years been a vexed one on the board; the present board has a strong minority, who voted against its introduction, and it is probable that the old state of things will be returned to after the next election.

This is the only place in which I found the exemption clause used to any appreciable extent.

Oldham has had science and art classes since 1864. Now the technical committee of the borough county council has organised a regular cycle of classes, and spends nearly all the money at its disposal on keeping them up, and an additional building will shortly be opened for technological work in Ashcroft Street. Science subjects of all kinds are well taught in these classes, and art also, but to a less extent. There is a scholarship fund in connexion with this, which gives sums of varying amount, tenable at Owens or other places of higher education.

There are also scholarships in connexion with the higher grade board school, the two best being for 9*l.* the first year and 12*l.* the second year; the others, to the number of seven or eight according to circumstances, being for 9*l.*, tenable for one year only; these are open to boys and girls. Thus, for the artisan and lower middle class, the ladder for the exceptionably clever children is perfect; it begins in the poorest elementary schools, and mounts, by well-adjusted steps, to Victoria University.

Hulme Endowed School.—Hitherto, adequate provision for the girls belonging to a class above those which attend the board schools has been almost entirely wanting. This want is soon to be supplied by the large grammar school, to which I have already alluded. Hulme Schools.

The money left by James Assheton, which formerly supported a small boys' school, has been added to the large sums mentioned above, as having been voted by the Hulme Trustees. The scheme has been passed by the Charity Commissioners, has lain its allotted time on the table in the House of Commons, and is now in process of being carried out, under the superintendence of the governing body of the future "Hulme Grammar Schools at Oldham." Mr. Travis, the chairman of this body, and Mrs. Alfred Emmott, one of the four lady governors, were good enough to take me over the yet unfinished building, and explain its different provisions.

It stands well, in an airy position, though not too far from the station, and has enough ground belonging to it to afford two fairly large playgrounds. The entrances for the girls and boys are at separate ends of the building, and the scheme clearly intends that the headmaster and headmistress should be independent, and each supreme in the allotted side.

Nevertheless, the central hall, which will be a really beautiful one, is to be the joint property of both, and as the large arches are open, by which it communicates with the corridors leading to the respective classrooms of boys and girls, it is difficult to see how anything like real separation can be maintained, and *sham* separation is the least desirable of arrangements; complete mixture or complete separation being the only tenable methods. Mrs. Emmott had kindly arranged that Mr. Kitchener and I should meet her three sister-governors, and they only required to have the difficulties of the joint assembly room pointed out, to be most anxious to obviate them.*

The scheme expressly orders that at least four women should be on the governing body of this school, one of whom must be chosen by the governors of the Manchester High Schools for Girls. Had this body chosen one of their own members, or some other lady conversant with their work, the new Oldham School would have profited by their experience; they, on the contrary, have elected an Oldham lady, wife of another governor. Therefore, the female portion of the governing body is altogether new to the work, and will have to learn its own experience.

Besides the annual income of 500*l.* for the girls' school, a further sum not exceeding 800*l.* per annum, may be assigned by the Charity Commissioners to the two schools, should it prove necessary in the future. The Assheton Trust is to be expended in entrance scholarships for both boys and girls. The fees to be charged in this school are not yet fixed, considerable margin being allowed by the scheme.

Suggestions.—Oldham needs but little to make its provisions for girls' Secondary Education thoroughly good; (1.) Some alteration in the instruction given in the organised science schools, by which literary subjects may no longer be sacrificed to the earning of Science and Art grants; (2.) Scholarships from the girls' grammar school to places of higher education.

Rochdale.

This town had manorial rights at the time of the Doomsday survey, it therefore naturally looks down on its upstart neighbours. It is known as having led the van in the foundation of co-operative societies; but since the establishment of the Rochdale pioneers, it seems to have rested on its oars. Its parliamentary and municipal borough are co-extensive, and contained 71,458 in 1891, but I found from a meeting of Rochdale educa-

* I hear that a movable partition has been devised, which will divide the large hall into two parts when necessary. October 2.

tionalists, kindly invited by Archdeacon Wilson to meet Mr. Kitchener and myself, that the town considers itself bound to provide education for the whole parish, which contains over 150,000 inhabitants.

An energetic school board has existed for a long time, and as far back as 1885, a higher grade school was established, confined to children who had passed the Fourth Standard, specific subjects were taken as soon as allowed by the Code, there was a large Seventh Standard, and a certain number of children who stayed on for some months after passing it, in much the same way as at the Warrington "People's College." In spite of this, the general standard of education has been very low, as may be supposed from the fact that till three years ago, no provision whatever was made for girls' Secondary Education, except what might be found in a few private schools, which, if no worse, were certainly no better than the average of their kind.

In 1890, Rochdale became a county council borough, with about 1,250*l.* per annum from the "customs money" at its disposal. Since then the provision for technical, scientific, and artistic education has improved rapidily. At the time of my visit (June 1894), there was a magnificent technical school, for the building of which a farthing rate had been levied, and a large art school, besides continuation classes in many subjects, both commercial and literary.

The technical school and a large higher grade board school were opened in May 1893 by Sir Bernhard Samuelson, M.P. In connexion with these proceedings, he took occasion to express his "regret that your byelaws permit children to be employed after "passing no higher standard than the second." This is a truly astounding fact in a place of the size and importance of Rochdale. I believe that some improvement either has been or soon is to be made, by which the Third Standard will give partial, and the Fourth total, exemption; but even then, compare this byelaw with that of Oldham, with its compulsory Sixth Standard, and its hope to make the Seventh compulsory before long!

It must be allowed that girls of the lower classes are now fairly well provided for: the elementary schools are improving, and the technical and all the other classes are open to women as well as men.

Secondary schools.

When we turn to the question of Secondary Education, and compare its conditions with the description given of it by Mr. Bryce in the Schools Inquiry Commission of 1864–68, it seems hardly to have altered. He found an endowed grammar school for boys, which taught 40 pupils; the school is there, and the same headmaster, but he now has only 24 boys in it. He found a few private schools; much the same number are going on at the present time. In one respect the educational aspect is worse now than when he reported on it: then, the need for some good school or schools was patent, but within the last decade a high school for girls as well as one for boys has been started, and both have failed. This may have been, as I was told, due to the

unfitness of the teachers appointed, but the result is that a strong prejudice is left against high schools for girls, and the shareholders, who have lost their money in starting one school of the sort, are not likely to try a second experiment.

I spent several days in Rochdale, and tried to become acquainted with every way in which a girl could obtain Secondary Education, either literary or technical, and Archdeacon Wilson's help gave me exceptional facilities for doing this thoroughly. I found that no girls attend the Manchester High Schools. There is one good private school kept by two ladies, with a somewhat extravagant staff of teachers. The principals were both assistant mistresses under Miss Woods at Clifton High School; they bought the best private school in Rochdale, which had held a high reputation for many years, and since then they have modernised the methods and introduced a thoroughly good high school system. They have 68 pupils—10 of whom are little boys, and there are 6 well-qualified assistant mistresses, at the rate of 1 to every 11 pupils. I heard some of the lessons, which were excellent, and saw the time-table, in which more time than is usual is given to English literature, and the girls are made to really enjoy their literature lessons.

The fees vary from 6*l.* 6*s.* to 15*l.* 15*s.* per annum, which include all the usual subjects. The whole school is examined by an outside university graduate, and the older girls are prepared for the Oxford and Cambridge Joint Board examinations. I listened to a very good Bible lesson given by one of the principals to all the children in the lower school: every child was interested, and took away some additional knowledge. The religious teaching is undenominational, and the conscience clause has never yet been used.

The pupils are daughters of manufacturers and professional men, with hardly an exception, but the headmistresses would gladly receive children of the tradesmen. The objection to the school at present is the house in which it is held. Many of the rooms are barely large enough to contain the classes, and the only one large enough for prayers is used as both a class and dining-room. There are no proper cloak-rooms, and not a square yard of playground. I made acquaintance with several parents of the girls: *all* spoke in high terms of the teaching, the happiness and interest of the girls, and of the good influence of the mistresses, but all ended with lamenting the unfitness of the buildings, and the lack of a playground. Several attempts have been made to move to a more suitable abode, but there seems to be none in Rochdale, and building, under the present circumstances, would be a venturesome proceeding.

The other private schools are very inferior to this one. I visited the one which stands second to it in general estimation, and found it of the old "dame school" type; it is changing hands, and may in future deserve to be classed as giving Secondary Education to its pupils, which are from 50 to 60 in number.

Mr. J. Heape, who is chairman of the technical committee, and an influential member of the school board, was good enough to take me over all the educational buildings with which he is concerned. The board schools are modern, and well equipped. In some, an elaborate system of fans is used, by which perfect ventilation is arrived at without windows; this is important, as the half-time children, who work in very hot mills, easily catch cold. One of the schools has a large and beautifully fitted up cooking school, in which children from the other board schools and also from the voluntary schools receive lessons. Board schools.

All the board schools are mixed, and in one of them the principal is a woman with several assistant masters under her. I saw no other instance of this in Lancashire. The other schools have a master at the head with assistants of both sexes under him, and with a headmistress of the infant department. The children were clean and well-dressed, and a large number appeared to be above the class whose parents need their services directly they have passed the elementary standards; for such children the only provision at Rochdale is the cheap private school and the higher grade board school. This was moved into new buildings in 1893, when the technical school, which almost adjoins it, was opened. It has a fine chemical laboratory, with room for 32 students doing practical work, a chemical lecture-room, besides ordinary class-rooms. The work begins with Standard V., and the school is under a principal, Mr. Mack. The whole school was "mixed" till a year ago, but the number of girls who stayed on to do higher work after passing their standards was so small that the school board tried the experiment of separate classes in the ex-standard work. The result so far has not been any increase in the number of girls. At the time of my visit only 20 were doing ex-standard work, though there were over 60 boys. I had some talk with the girls, and found that 18 of the 20 hoped to become pupil-teachers at the end of the first year's ex-standard course; the second year's course is practically a dead letter for them, only two or three girls have ever taken it, and none of this set intended to do so. Higher grade schools.

This school differs from the one at Oldham and from nearly all those I have seen in *not* being an "Organised Science School"; the whole school is not put under South Kensington, and no capitation grant is given on its pupils. It is merely an ordinary school which takes a very large number of science and art classes, which classes are taught in the daytime instead of at night, as is usual. But according to the laws of South Kensington, which alter not, the session of science and art classes begins in the autumn and ends in May, and any science and art lessons given out of this magic time cannot be reckoned towards the earning of grants, except in organised science schools. The result is that two time-tables are used, one for the winter, when every imaginable grant-earning subject is compressed into the seven available months, so that (excluding the daily 20 minutes given to religious instruction)

the girls and boys have *half an hour weekly* for the non-science and art subjects, and that is all, out of 24 hours and 10 minutes! May comes, the examinations are held, the grants awarded, and the summer time-table comes into use. This is sensible enough; about 9 hours are given to English (history, grammar, and literature); 7 between science, arithmetic, and elementary mathematics; 3½ to technical subjects (needlework and cooking); and 3 to drawing, besides the 1⅝ to religious instruction. It is true that a "girl's alternative winter's course" appears on the time-table, but I was unable to hear that this had ever been taken, and as the whole teaching power is sure to be expended on the grant-earning subjects, it is difficult to see how it ever could be. The second year's course is much the same, as good for five months and as bad for seven months, as the other, but as no girl appears to have ever stayed to its termination, it did not seem worth while to spend time in studying it.

My visit took place in June, when the school was working under the summer time-table, and I found it was proposed to try the experiment of preparing the girls for the College of Preceptors' easiest examination, as this would not only be an incentive to the summer's work, but, if successfully passed, the certificate would be a useful possession for intending pupil-teachers.

The religious instruction is in accordance with the Cowper-Temple compromise, and the parents of the children appear satisfied, as the exemption clause is but rarely used. It seemed to me that too much was left to the teachers in this matter, and that a regular system of religious instruction for the pupil-teachers was badly needed. At present the board is not responsible for either instructing or examining them, and yet, if they eventually work under it as teachers, it will expect them to conduct the Bible lessons. Those members of the school board who I met were evidently anxious that the religious teaching should be both good and interesting. They recognised the need of instruction for the pupil-teachers and seemed disposed to take steps to meet it.

The net result of my inquiries was that in Rochdale, with its 70,000 in the borough and its 150,000 in the parish, the number of girls actually receiving Secondary Education consisted of 58 at private schools and 20 under the school board, which gives a total of 78!

I was unable to estimate the number sent to boarding schools at a distance, but was told that it was small. In counting those attending private schools, I did not reckon the children who leave, having finished their education, under 14 years of age.

Suggestions.—The most pressing need is for some alteration in the curriculum of the higher grade board school; it is proposed to make it an "Organised Science School"; this would be somewhat better than the present system, with its unequal halves of disconnected work, but no plan which obliges the school to support itself by grants, and does not recognise humanitarian subjects, can be satisfactory.

For the upper classes, improved educational opportunities are also badly wanted, but it is not so easy to see how they would best be given. Probably any organisation would find it wise to adopt the one good private school which exists, to help it into suitable buildings, and found scholarships from the elementary schools to it, and from it, to places of higher education.

Technical (or rather practical) instruction for the same classes would still be wanted, as evening classes, however good in kind, are impossible for girls who are attending school in the daytime. It might be possible to establish a "technical side" to the future secondary school, but it would probably answer better to organise *day classes* in the necessary subjects, to be held in the new technical building, given by its teachers, and attended by pupils from any schools in the town, at a low fee.

Bolton.

This is a county council borough, 10¼ miles from Manchester, with a population numbering 115,000 in its municipal borough in 1891.

Elementary schools.

It is a most interesting place to visit, from an educational point of view. Its first school board was elected in 1870; this forwardness in valuing good schools is rewarded by a considerable proportion of its inhabitants being now in the second generation of sound learning, and of high average attainment, and with the further result that the standard of exemption in its elementary schools is the Seventh. This is unique among the places I have visited in Lancashire, and very rare if the whole of England be taken as the field of comparison. The fact of having a large Seventh Standard in every elementary school in the town, must do much to raise still higher the average of education.

The provision for elementary scholars is 30,180 altogether: 12,419 in board, 17,761 in voluntary schools. In 1893 the total number on the rolls of all the schools was 25,550; 11,768 in board, and 13,782 in the voluntary schools, while the average attendance for the year was 8,671 in board, 10,252 in voluntary schools, making a total of 18,923, or, speaking roughly, 16 per cent. This is a large proportion, seeing that elementary children only are under consideration.

Higher grade schools.

One higher grade board school was established as far back as 1881, when it must have been almost the only specimen of its kind; in 1888 it was moved to its present spacious premises.

It is a mixed school, beginning with Standard V., there are 313 children in the standards, and 190 in the organised science school, 65 of whom are girls. Mr. Thornton, the headmaster, made the usual complaint of the amount of time given to chemistry and kindred subjects, and said he was one of the masters who took a petition to the Minister of Education begging for some recognition of humanitarian subjects, and was told, in reply, that he was free to use, all except 15 hours per week, as he chose

This is practically impossible, if a school has to pay its way; 3½ hours out of 23 (not counting religious instruction) are given to literary subjects in the first year's course in this school, and three in the second year. I thought the teaching very good, and the girls looked so bright and interested that it was clear they were using their minds, though not on the most useful subjects. About half of the 65 will be elementary teachers, and if they serve their pupil-teacher apprenticeship in board schools will be allowed to take second or third year's papers, according to their age and attainments; this is equivalent to excusing them two or three years of their apprenticeship. The rest of the girls, whose destination is living at home or working in shops, will have every facility for continuing their education, even in the scientific subjects in which they spend most of their time in the higher grade board school, as Bolton possesses continuation schools, evening schools, and evening classes of every possible description, including technical and manual work as well as science, art, and literature. For the *average* girl, whether she does or does not attend the higher grade school, there is much inducement to continue some sort of head or hand work after she leaves school. For the clever girl there is an elaborate scheme of scholarships. All the ordinary board schools become free this year, but fees will still be paid in the two higher grade schools.* One hundred school board scholarships for girls or boys between 11 and 13 are open to the elementary schools in Bolton; these all enable the holder to attend the school selected, free of charge for tuition or books; they do not appear to cover the expenses of the real secondary schools, but serve largely as entrance scholarships into the higher grade and organised science schools.

There are also 10 "Thomasson" scholarships of 5*l.* each; 3*l.* is paid to the parents and 2*l.* to the school; and 10 more Thomasson science and art scholarships of 9*l.* for one year.

There are also Thomasson exhibitions into higher schools, four of which are awarded annually, and tenable for three years, value 27*l.* per annum, divided as follows:—School fee not exceeding 15*l.*, school books 2*l.*, parent for maintenance 10*l.*; the railway fare is added if the holder attends the Manchester High School. This year three were gained by boys, one by a girl, all pupils in the Clarence Street Organised Science School. The Hutton scholarships (two annually offered to girls) are worth 16*l.* for three years; this year one successful candidate has chosen the Bolton High School, the other the Church Institute.

Secondary schools.

The Church Institute.—This school was established in 1846, and has filled a double use ever since—(1.) It has given a good and inexpensive education to girls whose parents would not send them to the elementary schools, and could not afford to send them to expensive private schools; (2.) It has held evening classes in commercial, literary, and technical subjects, as well as science

* A second, much smaller higher grade school, is worked under the school board.

and art classes, under South Kensington, it also provided a library and reading room at a time when these luxuries were less common than they have since become, and when Bolton would have been without them, but for its aid.

Apparently, girls have always been much considered by the Church Institute Committee, as besides being admitted to the general classes, special ones in practical subjects have been organised for them. Much of the general high standard of education in Bolton is due to the work of this admirable institution in the past, but now it leads to a certain amount of overlapping, as the same kind of classes are going on in the technical and manual training school which is under the technical committee of the borough county council. A further proof of enlightenment is given by this having been recognised by the authorities, and the management of the classes is given over to the technical committee, who intend to utilise the Church Institute buildings and teachers, but will fit the classes into their wider curriculum. The technical school appears excellent for the teaching of all sorts of trades, bleaching cotton, electrical engineering, plumbing, &c., and gives great advantages to *boys*, as is thankfully allowed by the manufacturers, but there seem to be no classes (except those mentioned above as founded by the Church Institute) suitable for girls.

The two day schools being still needed, continue to be carried on by the Church Institute.

Religious teaching in accordance with the Church of England is part of the regular instruction, and no conscience clause exists. For the rest, the education is sound and the curriculum a practical one; attention is given to the accomplishment and to languages on the same lines as in high schools, but more time than is common is given to English and the practical side; the course is made to fit with the Oxford Local examinations, for which a large proportion are sent in and with good results. Some of the older girls also go in for the university examinations for women. The buildings are adequate, though less attractive than the more modern ones. The headmistress holds a first class Cambridge higher local honours certificate with four stars; she has been in charge of the school for 11 years, and has five assistant mistresses under her. The boys' school is under the same roof but quite separate, its headmaster is nominally *principal* of the whole institute, including the girls' school, but he and the headmistress work together harmoniously, and the connexion between the two schools is used to lessen the expenses of the girls' school, as the masters provide the chemical and mathematical teaching for the older girls. The fees are low, from 4½ to 9 guineas per annum, and the numbers have never been much above 100, so the school is not self-supporting, nor are the subscriptions sufficient to make up the deficit. It certainly fills a real need in Bolton, and it is much to be wished that a grant might be made to it by the technical committee. This would not be possible unless a clause were introduced into the rules

allowing exemption from religious instruction at the desire of the parents.

The headmistress said that she suffered but little from competition with the higher grade board schools, scholarships from which are tenable in her school. Her pupils are drawn partly from the ranks of professional men, particularly from the clergy, and partly from the tradesmen of the town. Many of the girls are preparing to teach in the future; some hope to be mistresses in secondary schools, others to be private governesses, while others leave early to become pupil teachers in elementary schools, but these are chiefly girls who have gone to the institute with scholarships from these schools.

The Bolton High School.—This is a more formidable rival to the Church Institute than the higher grade board school, but it is more expensive, is in a different part of the town, and is undenominational, so there certainly appears to be room for both schools.

It was founded in 1877, became proprietary (with limited liability) in 1891. The present headmistress has but lately come, the school is steadily rising under her, and has now 97 girls, its highest number. She is a B.A. of London, a Newnham student, and holds a mathematical tripos certificate; she also seems well acquainted with the newest and most approved methods of teaching.

The fees are from 6*l.* 6*s.* in the kindergarten to 15*l.* 15*s.* for girls entering the school after 15, and there are a good many expensive extras in the way of accomplishments, but languages are included in the regular curriculum. The school is inspected and examined annually by the Oxford and Cambridge schools examination board, but individual girls are not sent in for examinations. The staff is good, having one mistress with a classical tripos certificate, Cambridge; another with honours in natural science, Oxford, and three others with various qualifications. The kindergarten is excellent, and there is some attempt to give technical instruction in the lower part of the school, but it stops at the top of the third form. Modelling, brush painting, &c. go on in Form I. with surprising results in the modelling; I saw some really pretty clay flowers; in Form II. there is basket-making and needlework; in Form III. basket-making may go on, but *bookbinding* and needlework are compulsory. The bookbinding is rough and no money is wasted on it, but I saw a number of school and story books which had been in pieces and made tidy and serviceable. The headmistress would like practical work for the older girls also, but thinks it would be best managed by a class of her pupils attending the technical school for a special subject, and would prefer the lesson being confined to her own girls. Needlework is optional after Form III., and, though encouraged, and under the London Association, only 15 girls do it. The headmistress would like this to be *well* taught at school, and supplemented by dressmaking instruction for the older girls. She is trying to introduce practical mechanics of an elementary character for the younger girls, and

greatly prefers it as an educational training to chemistry. There are four girls from elementary schools here, two being Hutton scholars and one a Thomasson; she finds these (who are presumably clever) easy to fit in; their arithmetic is always good and sometimes their algebra, and this gives them time to pick up other subjects. This school is very good as a step in the ladder for elementary girls who are hoping to get to one of the old universities, but for the less ambitious ones, the Church Institute is better.

There are daily prayers and Bible instruction, without dogma, and exemption may be claimed by any parent.

The buildings are good, in the airy "Park" part of Bolton, and stand in fair sized grounds.

Private schools complain greatly of this school, which they say has injured them far more than the higher grade board or institute schools; they seem to have considered this "residential" part of the town as belonging to them, and the opening of the high school as a poaching on their manor.

I visited one school where the rooms, appliances, and curriculum were all good, and where the principal had herself gained a higher local certificate and had good assistants. It was rather expensive, 15*l.* 15*s.* for the older girls, and at the time of my visit it had dwindled from 40 to 10, but as the 10 were of different ages, two assistant teachers were still needed. It was melancholy to see the empty rooms. The Principal said that her misfortunes were not wholly due to the placing of the high school close to her, as she had had an unlucky disagreement with a parent of one of her girls at just the same time. Private schools of this kind would be greatly helped by almost any Registration Bill, which would weed out the most inefficient of their rivals; but one of the chief difficulties, viz., the over indulgence and folly of parents, of which several schoolmistresses complained, would be affected by no Government Bill.

At this moment, when so much is being written and said of the desirability of some local education authority, which shall, as far as possible, gather together all kinds of education, and administer them with the minimum amount of overlapping or undesirable rivalry, it is worth while to consider Bolton from the point of view of a model which has, to a great extent, performed this co-ordination for itself. (I am of course only speaking from the point of view of girls' education.) In elementary education less than half is under the school board, there being a large number of voluntary schools, Church of England, Roman Catholic, and Wesleyan. Two of the board schools are higher grade, and one of them has a large ex-standard top, which certainly trenches on Secondary Education. In Secondary Education proper are two large girls' schools (one of which is denominational), and there are evening classes, continuation schools, &c., under two separate authorities. Besides this there is a rich technical school with *day* as well as evening classes. Surely there are elements of discord here, and yet all works harmoniously, and the only place for girls'

education which does not appear to be taken in, and worked as part of the scheme, is the girls' high school.

There are probably reasons for this harmony which I failed to discover, but the apparent reason is the tact and energy of one man. At the Church Institute School, when I asked about injury from the higher grade board schools, the reply was that it was "far less than might be expected, as the chairman knew when a "girl would do better in the institute, and would help her to "come." It was the chairman of the school board who had arranged the transfer of the Church Institute classes to the technical, and it was he who had planned that the board and voluntary Church school pupil-teachers should receive religious instruction together, with a separate class for the Church pupil-teachers in Prayer Book and catechism. This last struck me as his greatest feat. He is a clergyman who was for a long time the principal of the Church Institute: he is now vicar of one of the Bolton churches, with a large voluntary school of his own. He is chairman of the school board, on the committee of the Church Institute, and also works with the town council technical instruction committee as a member of their school management and science and art sub-committee. He thus has his finger in almost every bit of educational work, and seems able to induce each part to work together for the good of the whole.

Suggestions.—An educational authority, if such existed, might put the finishing touch to the present satisfactory state of affairs by providing more scholarships for girls, (1) to enable intending pupil-teachers to have the great benefit of from two to three years in a secondary school; and (2) to help clever girls' educated in the secondary schools to some place of higher education when their school days cease.

Besides this, some scheme for the "practical" education of girls attending secondary schools is needed, either in the shape of grants to enable the existing schools to establish "technical sides," or in having suitable and inexpensive day classes in the technical school.

At the same time it is doubtful whether any educational authority, which combined external with local elements, would, work as well as the self-government which at present exists: certainly the self-denying ordinance which made the Seventh Standard compulsory would only have been endured as self-inflicted.

Manchester.

This great city, with its population of more than half a million, would, in any part of England except the county palatine of Lancaster, rank as the "chief town"; in Lancashire it divides the honours with Liverpool. The difference between the rival cities is most curious; it is unmistakeable and generally recognised, but difficult to describe, and impossible to explain. The reason always given is, that Manchester is a manufacturing place,

while Liverpool is the great centre of shipping merchandise, but this appears a superficial explanation.

Manchester is undoubtedly in the van in nearly all sorts of educational enterprise; for instance, Owens College was founded in 1851, and incorporated in 1871, while Liverpool possessed no university college till 1881, and did not get into permanent buildings till 1891; by this means it profited by Manchester's experience, and avoided the mistakes which attend every fresh departure.

By its energy and push, Manchester has undoubtedly won for itself the position of the *educational* metropolis of Lancashire. Students attend Owens College from long distances, and the influence of this college, and of the Manchester schools, was perceptible in many places beyond the radius to which one would have expected it to extend.

Owens College is above the institutions which it was my duty to visit, being among those "places of higher education" to which students are sometimes helped after their school career is finished. Nevertheless, it is impossible to study the subject of girls' education in Manchester without feeling the effect, right through it, of the generous attitude towards women of the highest teaching institution in the place. I was present on the degree day, and saw the students go up in cap and gown, irrespective of whether they happened to be men or women, and I seemed to be the only person in the hall to whom it was a surprising sight. The rest of the audience appeared to take it as a matter of course, and cheered all those who had won special distinctions, with equal heartiness. I afterwards had the pleasure of meeting a number of Owens students, past and present, belonging to the women's department, at their annual degree luncheon, to which they were good enough to invite me; and the talk about their work, and the comparing of notes among old friends as to what they had done since they last met, gave me an impression of the wide spreading usefulness of Owens College, through all grades of women's education.

The *Day Training College* for elementary female teachers, lately established, will be of special value in view of the increasing demand for highly educated teachers in the organised science schools. Specialists in different subjects are employed in these. Boys and girls are taught together, often entirely by men, and I was told by the headmaster of one of the best I visited, that he was very anxious to get one or two women teachers on the staff, and that, *as teaching a special subject*, they would be paid the same as the men; but, hitherto, he had been unable to find any women properly qualified. This is exactly the need which the day training college at Owens is now working to supply. This is but one among the many educational experiments which are being tried, and which make Manchester an exceptionally interesting place to visit, while the fact of caring about such things is enough to ensure a liberal share of its proverbial hospitality. I know no place in which a woman teacher would be equally sure

of being treated on the same footing as a man engaged in the like work.

Secondary schools.

Girls' High Schools.—The Report of the 1864–68 Schools Inquiry Commission, with its urgent recommendations of good day schools for girls, had not long been issued, when the wealthy and energetic Manchester citizens set to work, formed a limited liability company, and opened their first high school in 1874. In 1884 this school was endowed by the Hulme Trust, and moved into its present buildings in Dover Street. It is much the finest girls' school I have seen in Lancashire or elsewhere; the assembly room, when filled by over 400 girls, is an imposing sight; the laboratories are all that could be desired, and the museum and library are probably unique, as provided for the use of girls.

It must be allowed that, in building this, the zeal of the governors outran their discretion. They have a school of which any city might be proud, large enough to hold 600 girls; in 1884, the numbers actually reached 560, and then began to decline; it soon became clear that people would not send their daughters right across Manchester in all weathers. To meet this, a preparatory school for young girls was opened at Pendleton in 1885; it was under the Dover Street headmistress, and its pupils were to pass on to this school at a certain age, when, presumably, the distance would be a less serious objection; but when they had reached this age, their parents still objected to the distance, and finally stated that if they might not keep them at the Pendleton School, they should choose a suitable private school in the neighbourhood, rather than allow them to face the difficulties of the daily journey. Accordingly, the governors of the Manchester High School agreed to have a second school, and in 1888, the preparatory school was made an independent high school, similar to the parent one in Dover Street, and with an equal share in the benefits of the foundation. Its present numbers are 136, and it is not expected that they will ever exceed this to any large extent. These two schools worked on quietly for a year or two; and then Higher Broughton, which is outside Manchester proper, and in the Salford Borough, also demanded accommodation nearer at hand. It had for years sent a large contingent to the school, so its request could not be disregarded; and, in 1892, a third school was opened there, under the name of the North Manchester High School for Girls. The demand of the Higher Broughtonites was certainly not unreasonable. I made two expeditions to the new school from near the Dover Street High School; the first time I went by tram, had to change and wait for the second car, and spent three-quarters of an hour *en route;* the second time I took a cab, which cost half a crown.

This school has 113 pupils, so the three schools educate 653 girls, less than 100 more than were at one time taught in the Dover Street School, and at a greatly increased cost. The trust was formerly quite rich and able to afford luxuries of many kinds

to the parent school, but now its resources are strained to the utmost, and every expense not absolutely necessary is avoided.

The same governing body rules over the three schools, but the one last opened does not share the scholarship and exhibition privileges of the other two.

The endowment given from the Hulme Trust consists of 15,000*l.*, which was spent on building, and on a yearly income of 1,000*l.*, 640*l.* of which is spent in scholarships and exhibitions.

The fees of the three schools are the same, viz., 9*l.* 9*s.* per annum for girls under 10 years of age; 12*l.* 12*s.* for girls over 10, and 15*l.* 15*s.* for girls over 14 at the time of their entrance. The Dover Street School has done well from its first establishment, 20 years ago, and will compare favourably with any high school in the country for its steady work and large proportion of successes. Half its pupils come from outside the borough of Manchester, many of these are from the suburbs, but some from long distances—as Bolton and other towns. It receives 25 per cent. of its girls direct from the elementary schools, while the Pendleton and North Manchester schools have only 5 per cent. from this source. This difference appears chiefly due to the situation of the three schools.

Miss Day, headmistress of the parent school, has little difficulty in fitting in the girls from elementary schools to their new work; this is partly because the numbers are large enough to make it worth while to have special arrangements for them. She, as well as the two sister headmistresses, says that their arithmetic is good, but they have not begun either history or French, and they need every incentive that can be given in the shape of object lessons to induce them to use their intelligence. They come at all ages; a good many as soon as they are old enough to manage a daily journey; others after they have passed through the standards—these are on all hands said to be the difficult girls to deal with. A really clever girl of 13 may right herself and fit into the different curriculum without great trouble, but the "average" girl must be placed lower than is natural for her age, and is bewildered by the many subjects which are new to her. If, added to this, she only comes for "a twelvemonth's finishing," her career in a secondary school is not likely to be satisfactory to herself or her teachers. The few elementary girls who attend the Pendleton High School are mostly of this sort, but the headmistress says even of them that "they improve so much in their year that it is sad to part with "them at the end of it."

It seems that the higher grade board schools affect the girls' high schools in two ways: (1) in lessening the numbers; formerly any girl attending an elementary school whose parents did not wish her to finish her education with her standards had only two alternatives—the cheap private adventure school or the high school, and many parents had the good sense to choose the latter; these girls, as I have said, were not the most satisfactory pupils, but they swelled the numbers; (2) in altering the quality of the girls who go from the elementary to the high schools, and this is

a far more serious matter. Before the higher grade schools were established there was keen competition among the elementary schools as to their girls winning scholarships at the high school, and clever girls were picked out young and sent in for them. *Now* the desire is to keep all the clever girls for the organised science schools, where they are not only a credit to the school, but also a direct pecuniary advantage in the shape of science and art grants. The stupid girls, on the contrary, are a dead loss to these schools, and it is but natural to suppose that they are encouraged to go elsewhere.

Entrance scholarships.

It is most unfortunate that the entrance scholarships open to girls in the elementary schools, and tenable in the high school, ceased in 1885, just when the higher grade board schools were coming into existence, and one year after the central higher grade school had been opened in Deansgate. These entrance scholarships were due to private benevolence, their value was 25*l.* for three years, and 10 in all were awarded: the two first in 1879, three more in 1881, two in 1882, two in 1883, and one (the last) in 1885.

Miss Day has been good enough to make out for me the future career of the 10 girls who held these scholarships in her school. The account of their successes is so remarkable, that I give it in full, suppressing the names.

1879. *Scholarships won by A. and B.*—A. passed the Cambridge Junior Locals, with first-class honours and distinction in Latin and mathematics, and also won Lady Goldsmid's prize for Latin. She gained an entrance scholarship at Girton College, Cambridge, and a school exhibition (value 60*l.* for three years). She went to Cambridge, and passed the mathematical tripos as a senior optime. She is now mathematical mistress in a high school.

B. passed the Junior Cambridge examination with third-class honours, and when her scholarship expired, became a pupil-teacher in an elementary school.

1881. *Scholarships won by D., E., and F.*—D. passed the Cambridge Junior Locals, with first-class honours and distinction in mathematics, in which subject she won a two guinea prize as being second girl in all England. She gained a school exhibition (value 35*l.* for three years), and went to Owens College, where she took a Victoria B.A. degree, with second-class mathematical honours. She afterwards went to the Cambridge Training College, where she obtained a teacher's certificate. She is now mathematical mistress in a high school.

E. won a scholarship tenable in the women's department of Owens College. She took a Victoria B.A. degree, with a special prize for political economy. She then went to teach in Germany.

F. was compelled to leave the school, before the expiration of her scholarship, on account of severe illness in her family.

1882. *Scholarships won by G. and H.*—G. passed the Cambridge Junior Locals, with first-class honours and distinction in Latin, mathematics, and English, and gained Lady Goldsmid's prize for mathematics. She stood first at the Girton Entrance Scholarship

in 1887, and gained a Clothworkers' Scholarship (value 80*l.* for three years); and a school exhibition (value 35*l.* for three years). She went to Girton College, and took the mathematical tripos with first-class honours, her place being between the twenty-seventh and twenty-eighth wrangler. She is now mathematical mistress in a high school.

H. gained a school exhibition (value 35*l.* for three years). She entered the women's department of Owens College, and took the Victoria B.Sc. degree. She is now science mistress in a science and technical school in Birmingham.

1883. *Scholarships won by I. and J.*—I. passed the Cambridge Junior Locals with second-class honours and distinction in mathematics, and gained one of Lady Goldsmid's prizes, being the second girl in mathematics in all England. She left the school at the expiration of her scholarship, her family removed from Manchester, and she has been lost sight of.

J. passed the Cambridge Junior Locals with third-class honours, and became a pupil-teacher at the expiration of her scholarship.

1885. *K. won the only scholarship offered in this year.*—She also passed the Cambridge Junior Locals with third-class honours, and became a pupil-teacher. Thus, out of 10 scholars, five are now graduates.

These scholarships certainly cannot have terminated for lack of success attending them, as far as girls are concerned; but, since 1885, the only *entrance* scholarship to the high schools, is one called the "McKerrow Exhibition," which is worth 25*l.* for three years, but is only tenable by a girl who is preparing to be an elementary teacher, and is coupled with the condition that she should become a pupil-teacher as soon as it expires.

It is true, that of the 640*l.* per annum awarded annually by the Girls' High Schools Endowment, 240*l.* is spent in scholarships, tenable in the Dover Street or Pendleton schools; out of this fund five are, as a rule, awarded annually, their value being free tuition for three years, but they are open to *all* girls between 11 and 13 years of age, of course including those who are already pupils in the schools. Under these circumstances, it is natural that outsiders should rarely compete.

It is a grievous thing that one step in the ladder, which has been so successfully scaled in past years, should have been wanting for the last nine years, and while this is the case, it is impossible to say whether the offer of good entrance scholarships would, or would not, attract suitable candidates. It must be admitted that the higher grade board schools are formidable rivals, even to the Manchester High Schools. Many people do not appreciate the value of the education given in the latter, and are apt to look at the whole question from a commercial point of view. The high schools offer substantial advantages to clever girls, as has been seen above, where five elementary scholars won leaving exhibitions. The governors spend 400*l.* per annum in exhibitions to places of higher education, and an extra

one, of the value of 26*l.*, is given annually by private benevolence. On the other hand, the pecuniary inducements, in the shape of scholarships and exhibitions, offered to pupils at the higher grade board schools are enormous, and the fact that very few have yet been won by girls, does not prove that this will always be the case. "In 1893, the value of those actually won in the Central "Higher Grade School alone amounted to 2,400*l.*," and I believe the successes of this year will be quite as remarkable.

It is needless to dwell on the excellence of the education given in the high schools, after describing the successes of the girls educated in them. On page 265 the work of two forms in the Dover Street High School, viz., the second and fifth, may be seen. In the first, or highest form, a much larger proportion of time is given to science, some girls having six hours of theoretical, and four hours of practical work, per week. An arrangement has been made with Owens College, which is greatly cramped for room, by which the science courses for the women's department are given in the Dover Street laboratories by the Owens professors, to the high school girls as well as to the Owens women students. By this plan the girls receive the best science teaching that can be had, thanks to the goodness of their laboratories.

A fourth high school for girls was opened in 1891 at Whalley Range, which now has 140 pupils. This is proprietary, under the management of a local committee. Overtures were made to the high school governors in the first instance, asking them to found a fourth school in this district, and it was not till they had declined, that the local company was formed, and the school established. This is to some extent a rival to the high schools, especially as its fees are rather lower. They range from 6*l.* 6*s.* to 12*l.* 12*s.*, instead of from 9*l.* 9*s.* to 15*l.* 15*s.*, but I was glad to hear, when I visited the school, that it is proposed to take advantage of the first opportunity to make them the same. The school is now held in two houses, which, though near, are divided from each other by a wide road. The company propose either to add to one of the houses or to build a new school, and this will give an opportunity for readjusting the fees. The school is doing excellent work, and as it is comparatively in the country is able to give its pupils the advantage of games to an extent impossible in any town school. I watched a spirited game of hockey during the morning's interval for recreation. The journey from Whalley Range to Dover Street is awkward enough to make a separate school a great advantage to its inhabitants.

This school offers two entrance scholarships annually, but the value is only free tuition for one year, and so far few suitable candidates have competed for them.

From this it appears that 793 children are being educated in Manchester High Schools, at fees varying from 9*l.* 9*s.* to 15*l.* 15*s.* per annum.

For parents who desire private and smaller schools, and can afford to pay for them, the provision is more than ample. I visited a large number of expensive private schools, some of which

have been described in the course of my report, and it is certain that the wealthy parent who wishes to educate his daughter in a day school must be hard to please if he cannot find one to his mind in Manchester.

Cheap Day Schools.—When, however, the needs of the poorer professional class are considered—of the clerk, the young doctor, or the curate, with incomes of from 150*l.* to 250*l.* per annum—the state of things is very different. If he cannot afford to send his daughters to one of the high schools, his choice lies between the elementary and the cheap private schools. No endowment has founded a school for his daughters; no limited company has come to his aid. This is the more hard, as he needs a public school of some kind far more than his richer neighbours. A private school charging 12*l.* 12*s.* per annum, can pay its way and give a fairly good education with moderate numbers, but no moderate-sized school, whether public or private, can do so if its fees are halved. A cheap school must be large, if it is to be both good of its kind and self-supporting. Third grade schools.

It is true that people of this class are not so badly off in Manchester as they would be in the south of England; there it would be considered a disgrace for their children to attend elementary schools, whereas in Manchester it seems a matter of taste and convenience (especially of proximity) whether the daughters of even wealthy men begin their education at an elementary or a high school. This is shown by the fact, mentioned above, of there being over 100 girls in the Dover Street School, who attended an elementary school before coming to it, and whose parents have not the least difficulty in paying its fees. It seems that the people who care about "selectness" send their daughters to private schools, while those who do not mind the "mixture" in a high school of 400 girls would not draw the line between that and the elementary schools, even though the mixture in them often includes that of the elementary boys as well as of their sisters. Nevertheless it is hard that this mixture should be forced on people who do mind it, and the only alternative offered be that of an education too often not worth the name.

Of course cheap private schools are numerous in Manchester as elsewhere. I made many inquiries about them, but found not a single person who spoke well of them as a class. They appear to be generally small. Over and over again I was told of schools charging very low fees, and having from 10 to 20 pupils, and these did not seem worth the trouble of hunting up, especially as my appearance was certain not to be welcomed by their principals. Those which were described as the best and the largest I went to see; in one case I was refused admittance, in some of the others was received with somewhat dubious civility. Only one of those which I visited could be recognised in any system of Secondary Education, and it would require a change of habitat as well as much improvement in apparatus and methods of teaching.

Supposing, however, that the poorer middle, as well as the whole of the lower middle class send their daughters to elementary

schools, which are first rate of their kind in Manchester; this only tides them over the years spent in passing their standards; what is to become of them at 12 or 13 years of age, if they are not considered to have finished their education when they have passed the Seventh Standard? It was to answer this question that the higher grade board schools, with their organised science schools and ex-standard classes, came into existence.

Higher grade schools.

Higher Grade Board Schools.—I visited three of these in Manchester, the largest and best known being the Deansgate Central School; another in Ducie Avenue, and a third in Waterloo Road.

The school in Ducie Avenue is close to the new Whitworth Park, and many of the children cross this park in going to and from school. The buildings are large and airy, and the arrangements good. Girls and boys are separate to the top of Standard VII., and at the time of my visit, a large standard was receiving a lesson in elementary algebra, and the girls were so intent on the subject, that hardly a head was turned when I passed through the classroom with the headmistress.

This school has a large Standard VII. in both girls' and boys' departments, and the children who stay after passing this, work together in the organised science school under the headmaster, Mr. Hutton, and his assistants. At the time of my visit, this school was at its largest, as the elementary school inspection had just taken place: there were 120 pupils in all, 25 of whom were girls, but Mr. Hutton said it was unlikely that half would stay to the end of the first year's course, and that those who did would be the intending pupil-teachers. He, like most of the higher grade schoolmasters, regretted the amount of time necessarily given to scientific subjects, though the curriculum of these schools is rather better under the Manchester School Board than in some other towns. One hour a week is given to French, one to English literature, four to religious instruction, and the rest to Science and Art in this school. Mr. Hutton lamented the dryness of the work, and thought it unlikely to foster any taste for intellectual pursuits in after life. He said that the presence of the girls was a distinct help to him in maintaining discipline among his boys, but added that he regretted, for the girls' own sake, the loss of the influence of the headmistress under whom they had been accustomed to learn. It certainly seems undesirable that a set of girls should be entirely taught by women up to 13 or 14 years of age, and then suddenly handed over to men. I saw no woman teacher in this school, but imagine that the girls must have some intercourse with their former mistresses, during their needlework lessons, if at no other time.

The Waterloo Road Board School is one in which the organised science school has begun after Standard VI., there having been no Standard VII. in the school. I visited this school early in October and found that it was passing through a transition period. The headmaster said that he had found the children neither old enough nor sufficiently advanced to profit by the science teaching,

so one year is being given to the work of Standard VII., which will henceforth form part of the regular curriculum of the school, and such children as stay on after passing out of this will form the ex-standard classes in future. I was delighted to hear from Mr. Sharples that their work is to be largely literary, and that only the necessary number of hours (which has been reduced from 15 to 13) will be given to science and art subjects, when the organised science school is reorganised.

This school is mixed throughout, there are an equal number of men and women teachers, seven of each, but the pupil teachers are all girls. The former headmistress of the girls' department now works under Mr. Sharples as his chief female assistant with the same salary as before.

The central higher grade board school in Deansgate differs in some respects from all the others which I have seen. It is taught in separate departments, Miss Moss, the headmistress, being supreme over her girls, though they work to some extent under Mr. Scotson, the headmaster of the organised science and boys' schools. They were head master and mistress of the Peter Street School under the school board till 1884, when this school, together with the one in Lower Mosley Street, was transferred to Deansgate, and the present fine buildings were opened with room for 300 girls and from 800 to 900 boys. Girls are not admitted till they have passed the Fifth Standard, but boys may come after passing Standard IV.

The prospectus of this school is as follows :—

Elementary schools, 6*d.* a week; books and stationery, 1*d.* for ratepayers' children, 4*d.* for children of non-ratepayers.

Secondary schools same as elementary for ratepayers.

Fees, 1*s.* a week, and 6*d.* for books and stationery for non-ratepayers.

I have nowhere else seen the term "secondary" used for a school of this kind. There is a note explaining that children whose parents are unable to pay these fees will be admitted free.

The numbers are differently distributed according to the time of year. At the time of my visit (July) there were 82 girls in Standard VI., 93 in Standard VII., and 161 in the ex-standard classes. All the pupils at this school, whether in the standards or beyond them, have ¾ of an hour daily for morning and afternoon prayers and religious instruction. The two standards take subjects as allowed by the code, the "class subjects" being *English*, *geography*, and needlework; the "specific," domestic economy and cooking. Nearly all the girls have a full course of 40 hours in cooking, and the teacher, Miss Cleghorn, who is "Inspector of Manual Instruction for Girls," under the school board, said that many of them learnt enough to be of definite use in after life. She often tells the girls to cook some dish at home without help, and bring it to her to see, which seems a good plan. After Standard VII. the connexion with the Education Department ceases, but here, instead of all girls joining the science organised school as a matter of course, *two* classes are open

to them called A. and B., and Miss Moss takes great pains to make the parents understand the difference between the two, and often discusses the future of individual girls and advises as seems best.

Class A. is the organised science class, where the girls are taught nearly the same subjects as the boys. (*See* time-table, page 265.)

Class B. is sometimes called the commercial class, and special pains are taken to prepare girls for such posts as are open to them in the Civil Service, shops, &c. (*See* time-table, page 265.)

A few girls with special artistic talent join Class B., and are allowed to devote much of the time naturally given to other subjects to art. The girls were about equally divided between the two classes when I saw them, which was soon after the examination and consequent passing out of Standard VII., but many, especially out of Class B., will leave during the year, so that at the end of the course hardly more than 100 will remain between A. and B., and few, if any of those, will continue for the second year's course. Of this 100 about one-third become pupil teachers under the board, and are allowed to take first or second year's papers. In answer to questions, Miss Moss said that the subjects in Class B. were more useful for pupil teachers, but that a girl was more intelligent, more alive in mind, if she had spent her year in Class A. Of the other girls, a certain number stay at home and help their mothers, but a fair proportion become milliners or go into shops, while the clever ones may get into the Post Office, or become clerks, cashiers, and correspondents in large business houses. Very few go on to any higher place of education; *one* with a scholarship of 25*l.* per annum is now in the girls' high school. This is called the McKerrow Exhibition, and has been held by a girl from this school since 1882; the holder is bound to become an elementary teacher.

Scholarships.—Many of various kinds are open to higher grade board schools in Manchester; for full account of them see Mr. Kitchener's report, page 131. All, or nearly all, are nominally open to girls, but the subjects make it improbable that any of the larger ones will be gained by them in competition with boys, except those which are offered for art, and of these girls gain a fair proportion.

Suggestions.— Some provision of cheap secondary schools with fees not exceeding 6*l.* 6*s.* per annum is a pressing need in Manchester. The other is *entrance* scholarships for girls into the excellent high schools which already exist.

Liverpool.

The population of this great city is 517,951, nearly the same as that of Manchester; if the adjacent borough of Bootle be included 49,217 more must be added; but my investigations were confined to Liverpool itself.

I have before alluded to the differences between the two metropolises of Lancashire, which make it hard to believe that both are in the same county, separated by only an hour's railway journey. In one particular I found no difference, viz., the kindness with which I was received, and the trouble that was taken by many busy people to help me in my inquiries.

The University College holds much the same position in Liverpool as Owens College in Manchester; both are at the head of all Secondary Education, and the goal of the ambition of clever pupils at both boys' and girls' schools.

University College is still in its youth, not having received its Charter till 1881, nor having moved into its present buildings till 1892. These buildings are far more comfortably arranged for women students than those of Owens, which is natural, as their existence was not contemplated when the older college was planned. Students are admitted at 15, which was mentioned by some headmasters as a grievance; but it does not appear to affect the girls, who rarely join the college till they are 17 or 18 years of age. Many of the lectures are mixed, and women are admitted to most of the courses held in the college; but the principal said that he regretted the small numbers who took advantage of the opportunities offered for scientific study, which are far less than at Manchester. I think the proximity of the Dover Street High School to Owens, and the fact that joint classes of Owens women students and high school girls are held in its laboratories, have given a special stimulus to science work among the Manchester school girls, which is hardly likely to be equalled in places where the school and college arrangements are more normal.

There is no day-training college for elementary mistresses in connexion with the Liverpool College, nor is it needed, as Liverpool has excellent normal resident training colleges, both for Roman Catholics and teachers in our own elementary schools.

Secondary schools.

Secondary Schools for Girls.—The number of expensive private schools scattered about among the residential suburbs of Liverpool seemed even larger than those of the same sort in Manchester, and the situation of some of them in large airy parks is charming. I did not meet with as much variety of educational experiment among them, nor do I think that it exists. The education in those which I visited was distinctly good, and much attention was paid to the physical well-being of the pupils. One lady at the head of a large day-school regretted that she had hitherto been unable to get a good cricket ground for her girls

A large proportion of the parents appear anxious that their daughters should become fashionable and accomplished young ladies, and this naturally affects the private schools. The fees are much the same in the two places, from 18*l.* 18*s.* to 32*l.* for the upper school, and from 6*l.* 6*s.* to 15*l.* 15*s.* for the kindergarten and transition class, and most of the good schools have classes for younger children, both girls and boys, attached to them. It seemed less the custom in Liverpool than in Manchester to send girls abroad or to a "finishing" boarding school.

High Schools.—A large number bear this name, both of proprietary and private schools, and in many cases, the title is decidedly a misleading one. The best known as well as the largest of these is a school belonging to the Girls' Public Day School Company in Belvidere Road, which was established in 1880, at the request of a large number of influential residents, and has 250 pupils. The second, commonly called the East Liverpool High School, can hardly be said to be in Liverpool proper, as it is in Newsham Park, near Tue Brook Station, and on the confines of the present borough, if not outside it altogether. This was opened in 1891, and already numbers 116 girls. There are small local committees, which help and watch over the interests of these schools, though they are ruled from the Central London Office. I was greatly interested in the working of these schools, as they are the only two belonging to the Girls' Public Day School Company in my district, and as my lodgings were close to the Belvidere Road one, I paid it several visits. Its situation is very good, close to Princes' Park, and not far from a tramcar starting-place; it is held in a large private house, which has been altered and adapted, the former hall has been made into a good assembly room and the glass conservatory at one end has a pretty effect. The class-rooms have photographs of good pictures on their walls, and greater pains have been taken with the artistic decoration of the whole building than I have seen in any other school. The present headmistress, Miss Cannings, who has only lately come to Liverpool from the Shrewsbury High School, told me that all this was due to her predecessor, Miss Tuckwell. The whole place is doubtless more attractive-looking than a school built on purpose; but it is less comfortable to work in. The headmistress has given up the room intended for her "office" for the little ones' kindergarten, and now uses one, which though fairly large, is only separated from a much used passage by a curtain. There is no laboratory, and the small dressing-room near the top of the house, which is being fitted up with a couple of basins, &c., for practical work, will not go far to supply the deficiency. The assistant mistresses' sitting-room, too, is very small, only fit to hold three comfortably. The grounds are not large enough for the present number of girls, but the headmistress told me that the local committee had been successful in hiring a field not far off, which was to be taken possession of in September. This will be a great improvement, though less useful than a good play-ground close to the school.

The fees in both schools are the same, 6 guineas in the kindergarten, 12 guineas for the mass of the school, and 15 guineas for girls who enter it when they are over 13 years of age. Neither of the schools are quite self-supporting; this is due to the recent establishment of the one, and to the large sums annually spent in rent, rates, and taxes by the other. Miss Cannings said that she considered her school ought to pay its way with its present numbers, and she hoped to make it do so.

I saw all the classes at work, and was introduced to the assistant mistresses. It was pleasant to see the easy relations between them and the girls; and, as far as I could judge, the teaching was sound throughout the school. The staff is adequate and well paid, and the hours are not over long for anyone.

The painting and drawing done in the Belvidere Road School is its most striking success; these subjects are taught by Miss Wright, a visiting mistress. She has studied various systems, and seems to have evolved a method of her own, which is something between those of South Kensington and the Slade School of Art, and the results, as shown by the work done by her pupils, seemed to me not only excellent in themselves, but quite wonderful when the limited amount of time they are able to give to art is considered.

The pupils in this school are mostly drawn from the wealthy manufacturers and professional classes, and there is less mixture of the children of tradespeople than in most high schools I have seen. This is partly due to its position, and partly to the excellent provision of rather cheaper schools. The headmistress regrets it, and would like the numbers to be considerably larger, and to contain a greater mixture of different social classes. There are only six girls who have attended elementary schools, but Miss Cannings would be glad if the entrance scholarships from elementary schools were tenable in her school, and says there would be no difficulty in so adjusting the work of their holders as to help them with such subjects as would be new to them.

Needlework is the only practical work done at present, and this is obligatory to the three lowest forms only. Miss Cannings thinks that the possibility of more "hand-work" to some of the more delicate or backward girls would be an advantage.

It is unnecessary to describe the East Liverpool School, as its lines are similar to those at Belvidere Road. It has increased rapidly, and will soon outgrow its present quarters. Its most pressing need is for some room large enough for the callings over, and for other occasions on which the whole school is established. The time-table is given p. 265. Its class of pupils seems to be slightly different, and to contain a sprinkling of a greater number of social grades. There are a few girls from elementary schools, who had attended voluntary schools in the vicinity before coming to this school, and who appear to have been but indifferently prepared. I saw the mathematical mistress, who had not a good word even for their mental arithmetic, which is the subject most frequently selected for commendation.

Both schools have daily prayers, and a weekly lesson in Scripture. The instruction is undenominational, and the exemption clause is rarely used.

These two high schools may be said to correspond to the three endowed high schools in Manchester, and their fees are practically the same; nevertheless, the class of girls attending them differs considerably, as is shown by the large proportion of girls from elementary schools in Manchester; the gross numbers, too, are far less, the total of both the Liverpool schools, 366, being less than in the Dover Street School alone.

The Liverpool College School should be mentioned next. It is one of four Church of England schools, founded by the same company, and managed by the same council, under the name of the Liverpool College. The other schools are of three grades; they are called "Upper, Middle, and Commercial" respectively, and are all boys' schools. The girls' school was established in 1856, and was the only public girls' school of the first grade in Liverpool, till the Belvidere Road School was opened in 1881. Its fees are a good deal lower, being 3*l.* 15*s.* for the kindergarten; 8*l.* 18*s.* 6*d.* for girls under 12; and 11*l.* 0*s.* 6*d.* for girls above that age. It does not seem to have suffered from the two newer high schools, as its maximum number during the past 10 years was reached last year, when it had 220 pupils; the present number is 191.

This school is endowed as far as the buildings go; these were lately erected, in the busy part of the town, and are excellent. They contain the best theatre and laboratory for practical chemistry which I have seen, except in the Dover Street School in Manchester. The expense of these was partly defrayed by the city council, which also gives an annual grant, which last year amounted to 89*l.* About one-fifth of the school consists of girls from elementary schools, several of whom have won entrance scholarships awarded by the city council, and tenable in this or the Institute Girls' School; they give free education for three years, besides 12*l.* per annum for maintenance. Miss Clarke, the headmistress, spoke highly of the scholarship girls, and said she was generally able to place them in the fourth class, and as they were sure to be clever and well up in their elementary subjects, they were soon able to learn enough French and English history to make them abreast of their companions, and they sometimes succeeded in winning the "Wilson" Scholarship, when their three free years had expired; this is given to the girl who does best in the annual examination held by the Oxford and Cambridge Joint Board, and pays the fees for one year. Most of these girls intend to be teachers in elementary schools, and the education received in the secondary school is so much valued by the school board that they are allowed to take third, or in exceptional cases, fourth year's papers, when they enter their schools.

The other girls from elementary schools seem much less satisfactory a certain number have first attended the higher grade

voluntary schools, and have not come on to this school till after spending some time at home learning nothing, so that they are altogether too old to profit by the education given, and are obliged to have special arrangements made for them, to an extent that is not satisfactory to them or to their teachers.

The "practical" subjects taught in this school are needlework, book-keeping, and shorthand if it is asked for. A beginning has also been made in practical work in the new chemical laboratory, but it is to be hoped that this will soon be increased, as one hour and a half a week for the highest class, and three quarters of an hour for the next, is making but a poor use of such a splendid possession.

The girls who are hoping to teach in secondary schools stay till they are 17 or 18 years of age, and prepare for the higher local examinations, with a view to joining the Liverpool University College, and eventually obtaining a Victoria degree. These are the cleverest girls. The rest leave between 15 and 16 and many whose parents could afford to give them a longer education simply live at home; others go into the Post Office, which appears a desirable business in Liverpool, and others earn their livelihood in shops of various kinds.

The religious instruction is according to the Church of England, but Bible lessons go on simultaneously with those on the Prayer Book and Church Catechism, and the school has many Nonconformist pupils. None of these are withdrawn from prayers, and the parents of some have requested that they should join the Prayer Book lessons.

The Liverpool Institute.—This school appears still to deserve the praise bestowed on it by Mr. Bryce in 1864. It was founded in 1844, and is one of three schools under the same committee, the other two being for boys. One main distinction between these and the college schools is that whereas distinctive religious teaching is given in the former, there is none of any kind in the latter, nor are daily prayers allowed. These are the only secondary schools in Liverpool in which all religious observances are excluded, and the headmistress of the girls' school considers that this has tended to limit the numbers in her school. These were 391 in 1884, and are now only 217. This is due to several causes: the school used to be largely attended by Roman Catholics; but this has ceased since the establishment of the Convent (so-called) High School; the higher grade voluntary schools have taken, or rather kept back, many more; and Miss Coombe also lays stress on the change in the population of Mount Street, and says that many of the people who used to live there have now moved to the suburbs, and send their daughters to such schools as are close to them. The higher grade board schools had hardly been opened to girls at the time of my visit to this school; but I should fear that they would tend to reduce its numbers yet further.

The buildings of this school are good, and are the property of the school. The fees are even lower than those at the college school, being 4*l.* 4*s.* under 11; 6*l.* 6*s.* under 13; and 8*l.* 8*s.* for girls over 13 years of age, and these terms include everything

except music and dancing. In former years the school was more than self-supporting at these terms, but since the numbers have been smaller, it has needed some help from the committee of the institute, besides a grant of 93*l.* from the city council.

One third of the school consists of girls who have first attended elementary schools. They come at various ages; a good many will have begun at an elementary school close to their home, and are sent to this one as soon as they are old enough for the longer walk or tramcar; others do not come till they have passed the Sixth or Seventh Standard. A few are holders of city council scholarships, similar to those described above, and who have chosen to hold them in this school. Miss Coombe agreed with Miss Clarke in her estimate of these girls, and pointed one out to me, of whom she prophesies a successful future. The other girls differ somewhat in their attainments, according to the school they have attended; but, as a rule, their arithmetic is good, the mental arithmetic being the best part of it, as their style of working sums is often bad; their English grammar is fair as far as it goes; the writing clear and good; French and history have to be begun, but the girls are anxious to learn, and generally pick them up quickly. Miss Coombe says they improve greatly in manner while they are at the school, and she thinks their parents value this quite as much as the teaching they receive.

Fifteen seems the commonest age at which the girls leave, and about half the girls begin to earn for themselves at once. A good many get into the Post Office, others go into shops or become milliners or dressmakers' apprentices. Strange to say a very small proportion go back into the elementary schools as pupil-teachers. This is the only school I visited in which there is a strong prejudice among the girls against elementary teaching as a career. Most of the other girls who leave early live at home and help their mothers.

At the time of my visit there were 29 girls over 16, and Miss Coombe, who came "to work up the school," is anxious to increase the age to which the majority stay. One sign of this is that the institute committee have altered the old name of "Blackburn House School," by which it is best known in Liverpool, into the "High School," and the new name is printed in large letters on great boards, which face the street in two directions. Latin has been introduced into the work of the Sixth Form and is soon to be begun in the Fifth. There is no doubt that much is being done to improve the soundness of the work in all parts of the school, but this change of name and addition of subjects seems to me a mistake. There are plenty of high schools in Liverpool, but there is need of a really good commercial girls' school, and, according to the traditions and past history of the place, this is the school to fill that want. A school which taught English subjects and French, besides book-keeping and kindred subjects, and did not aim at keeping its pupils beyond 16 years of age, might be self-supporting, which a real high school with its varied curriculum could never hope to be at

the fees at present charged. There are 10 assistant mistresses; their salaries are small and their classes large.

The Sefton Park High School is another proprietary school which has only been opened a few months by the "Church Extension Association." A Kilburn sister is at the head of it. It is held in buildings which were originally intended for a higher grade elementary school; its children, 56 in number, are entirely of the class which naturally attends the elementary schools, and it certainly cannot rank above the "third grade school" described in the Schools Inquiry Reports. The fees are 3*l.* 3*s.* for children under and 4*l.* 10*s.* for those over eight years of age. The title of "high school" is certainly a misnomer in this case.

The Convent High School is attached to the convent of Notre Dame, and gives a rather more liberal education, but its highest fees are 6*l.* 6*s.* per annum, and it would be described by "middle school" better than by its present name. A first-rate training college for elementary-school mistresses is also resident at this convent, and both the high school and an elementary school are used for "practising classes" by the young women who are under training.

The other Liverpool "high schools" are ordinary private schools. I visited one which seemed to me to be doing good work, and I have given its time-table on page 265 of my report (see "Private School 1)." It has almost 100 pupils, and is very successful in preparing them for the public examinations. The lowest fee is 2*l.* 2*s.*, and the highest 8*l.* 8*s.*, which include all ordinary subjects. These seemed to me too low, but the headmistress said that the competition of schools of the kind was so great that she could not charge more. She spoke with some bitterness of the class of children who attended the higher grade voluntary schools, and also of the cheap private schools, which gave no proper teaching at all.

Some of the private schools calling themselves high schools were so inefficient that they could not be considered fit to take any part in the Secondary Education of the place.

Higher grade schools.

Higher Grade Elementary Schools.—These have existed for some years among the voluntary schools, which in Liverpool far outnumber those under the board. The fees vary from 6*d.* to 1*s.* 6*d.* a week, and the schools are largely attended by children of the lower middle class, who formerly would have gone to the Blackburn House and schools with similar fees. They are examined by Her Majesty's Schools Inspector, and receive their grants from Government, but a few subjects besides those allowed as "specifics" by the Code are introduced; there is usually a large Standard VII., and such children as stay after they have passed this, receive a more or less useful education according to the school. Much depends on what can be afforded, for science and art subjects are taught to a much less extent than in the organised science schools and the grants from South Kensington are proportionably less. The St. Margaret's Higher Grade School in Princes Road is the one of which I heard most, and it

certainly gives a fair education, and one which is enjoyed by the ex-standard children. Music is the favourite subject; much time is given to its cultivation, and the concerts and musical evenings, which are largely attended by the parents of the performers, help the school to pay its way.

The Higher Grade Board Schools.—One of recent establishment, and the only one which exactly answers to this description, is the Central School in Brae Street. This is a new and very magnificient building, of which Mr. Hance, the school board clerk, to whose courtesy and help I am much indebted, is justly proud. The ground floor is occupied by a large infant and standard mixed school, and upstairs all the rooms are devoted to the organised science school now in the second or third year of its existence. The whole is under the principal, Mr. Nixon; he, as well as his assistant masters, wore gowns, which gives the school a curiously "secondary" appearance. He is a graduate, while the younger men have matriculated and are working for either London or Victoria degrees. Ex-standard children come to the Brae Street School for their scientific subjects, but a great deal of their other work is carried on in their own schools. Until this summer, the only girls belonging to the organised science school were those who had passed their standards in Brae Street. Mr. Nixon is very proud of his girls, and told me that he had sent 40 pupils in for the Science and Art examinations in elementary mathematics at the end of the last session, 8 of whom were girls and 32 boys. For some reason, the class did very badly, and only seven of the whole number passed; of the successful seven, four were girls!

This year, a petition was sent from the girls belonging to six Board schools, asking that they might join the organised science school, and this session has begun with between 200 and 300 pupils, a full half of whom are girls.

The Liverpool School Board is probably the richest in England, as only 30,000 children are educated in its schools, while the whole of Liverpool pays the 6*d.* education rate. The large number of voluntary schools is partly due to the prevalence of Roman Catholicism in the place, but all denominations seem to work in peace and harmony, and Roman Catholics in particular are well represented on the school board. Under these circumstances it is natural that no money should be spared in making the schools under the board as good as possible, and the elementary schools have many luxuries in the way of carpentry and ironwork for the boys and cookery and laundry work for the girls. The ex-standard classes have remarkably able teachers, and do not depend on Science and Art grants, and to ensure their having no anxiety on the score of expense, the city council have guaranteed them against loss to the extent of 150*l.* annually for three years. Accordingly the curriculum is an excellent one, a due amount of time being given to the teaching of languages, literature, and practical subjects, and the interests of the girls being duly regarded; a bare 13 hours per week is given to the mathematical, scientific, and artistic subjects, and this is certainly not more than

their fair share. I regretted that all the upstairs teachers were masters, and Mr. Nixon said he had wanted a mistress badly, but that the organised science school teachers must be "specialists," and hitherto he had been unable to find a woman with the adequate knowledge. The children in this school struck me as unusually young, and Mr. Hance explained that this was caused by a scheme which enables the cleverer children to pass through their standards more quickly than the dull ones, the school board being rich enough to sacrifice some portions of the grant from Whitehall for what is thought the good of the children; if a child passes through two standards in one year, the grant is only paid on one of them, and he thus earns only half as much as he might have done. I saw one sharp-looking little fellow who had passed out of the Seventh Standard at 11, but he was, of course, an exception. The individual interest taken by the teachers in the children and the atmosphere of happiness in the place was delightful, and I do not think anyone could spend a few hours in the Brae Street Higher Grade School without allowing that any educational organisation must give it a place in its scheme of Secondary Education.

Suggestions.—The most pressing need is for some authority which shall keep the various schools to their rightful grade in a properly arranged scheme. Many private schools deserve a place in such a scheme, but the special place should be decided by the fees they charge, the subjects they teach, and the age to which they keep their pupils, and they should not be allowed to dub themselves "high schools" merely because they like the sound of the name.

More scholarships are needed from the elementary into the secondary schools, and also in the secondary schools themselves in order to lengthen the time which poor and clever girls may spend in them. Some scholarships of both these kinds exist, but not enough. Also a few exhibitions from secondary schools to places of higher education are badly wanted, and I heard of none accessible to girls; these would be the most useful if they were either offered for competition among the scholars of all the public girls' schools, or among all, both public and private, whose fees did not exceed a fixed sum.

I am, &c.
FRANCES A. KITCHENER.

The Secretary,
Royal Commission on Secondary Education.

REPORT

ON

SECONDARY EDUCATION IN THE COUNTY OF NORFOLK,

BY

A. J. BUTLER, Esq., Assistant Commissioner.

TABLE OF CONTENTS.

	Page
Norfolk: Its Special Characteristics	389
The Questions at issue	390
Special Questions	390
Supply of Schools	391
Some points about the Endowed Schools	393
Deficiency	397
Some places where Schools might be established	398
Work of the County Councils	399
Local Opinion	400
Suggestion as to an Endowment Fund	401
Endowments in Elementary Schools	403
Work of Local Authorities under Elementary Education Acts	404
Girls' Schools	407
APPENDIX	408

Report on the County of Norfolk, by A. J. Butler, Esq., Assistant Commissioner.

SIR,

HAVING been entrusted by the Commissioners with the duty of making certain inquiries in the county of Norfolk during the months of June and July last, I beg to submit the following report. Almost every variety of statistical information bearing on the subject is in the Commissioners' hands; and I have, therefore, I hope not to an undue extent, availed myself of the permission given in the latter paragraphs of my instructions, and expressed pretty freely my own opinions suggested by an examination of the facts. I may, perhaps, say that though there is scarcely one among the points upon which I have touched that has not been dealt with in the course of the evidence taken by the Commission, every one of them has been suggested to me during my inquiry, and considered by me quite independently.

Norfolk: its special characteristics.

Norfolk is in area the fifth, in population the nineteenth, of English counties. Its total area is about 2,040 square miles; its population (in 1891), 468,287. From this must be deducted, for many purposes of the present inquiry, the population of the two county boroughs of Norwich and Great Yarmouth, leaving 318,000 in the "administrative county." This population is on the whole very evenly distributed. Two municipal boroughs, King's Lynn and Thetford, both at the extreme edge of the county, have respectively 18,360 and 4,250 inhabitants. There are, further, one town, East Dereham, with 5,500, and one, Wymondham, with 4,760. There are four with populations between 3,000 and 4,000, and eight between 2,000 and 3,000. The remainder of the population, 215,400, is distributed among 676 civil parishes, giving an average of 377 souls per parish. The average population per square mile, exclusive of the county boroughs, is about 156; the western districts, where the county runs into the fens, falling short of this figure, and the remainder (with the exception of some districts in the east) rising somewhat above it. Norwich and Thetford have manufactories; the coast places, from Yarmouth round to Lynn, live mainly by maritime occupations, trading, fishing, ship-building (though this is said to have fallen off lamentably of late years), the entertainment of summer visitors, and, no, doubt, in the case of many of their inhabitants, by "watching tidal waters." With these exceptions the population of the county is purely agricultural. The farms are, for the most part, very large, and till recently the farmers have been a prosperous and powerful class. It is to be feared that in the majority of cases their thrift was not equal to their prosperity; and the great fall in the price of corn, which has taken place in recent years, has lowered their

incomes very seriously. The landlords have probably suffered even more heavily, so that the county, as a whole, is in no disposition to welcome any measure that will tend to increase its rates. The same cause has also impoverished the endowed schools, so that without external aid they can do little to offer education at a lower cost to such as may stand in need of it. When it is added that the farmers in many places have an instinctive dislike and dread of anything which may tend to make the labourers more "independent," while the labourers themselves are, for the most part, apathetic, and (as I found to be the case in regard to some of the Yarmouth charities) would sooner see endowments used to provide "doles" for themselves than scholarships for their children, it will be seen that the problems connected with Secondary Education are, in the county of Norfolk, propounded in their most thorny form; and that if any satisfactory method of organizing it can be made to work in that county, we need not despair of seeing the same result effected throughout England.

The questions at issue.

The main problems, as I understand, are two. First, to devise a system under the operation of which the class of school which a child shall attend, or rather (what ought indeed to come to the same thing if we were properly organised) the age up to which he shall remain at school, shall be decided, not, as now, solely by the rank which his father occupies in society, or the length of the parental purse, but by his own abilities and aptitudes; and next, to find some means of ensuring that parents of all classes, who demand efficient Secondary Education for their children, shall be able to see that they get it. We do not want either to waste or to spoil any more of our raw material for the sole advantage, it would seem, of our foreign competitors, who are only too glad to supply us with their more-or-less finished article;* but to pick out and train good wits wherever we may find them, in order that they may render the more efficient service to their country.

In some quarters a further question has been raised—how to bring a higher stage of education, whether technical or general, within reach of the labouring class as a whole. But this, at all events until the time when the State can require all children to pass through the secondary schools—that is, to remain at school at least till the completion of their sixteenth year (a requirement which, so far as I am aware, no State has as yet seen its way to enforcing)—must be left to the authorities, central and local, who deal with elementary education. As I shall point out presently, these already have it in their power to assist materially in the work of organising Secondary Education.

Special questions.

Five definite questions are contained in my instructions. Upon some of them the circumstances of Norfolk do not throw

* Here, I may perhaps observe, is an answer to the standard objection that all non-manual occupations are already overstocked in this country. They are clearly not overstocked with Englishmen, so long as 35 per cent. of London offices employ foreign clerks, and London ranks among the largest of German towns.

much light; but I proceed to deal with them before discussing the more general aspects of the subject presented to me in the course of my inquiry.

1 and 2. The question of "over-lapping" arises so little in Norfolk, that it seems hardly worth treating under a separate head. The only salient instance of it, so far as I could ascertain, will be referred to presently. 1 and 2.

Including the county boroughs of Norwich and Great Yarmouth, Norfolk contains probably somewhere near 150 private schools of all kinds including preparatory schools. They are of all classes. In the seaside places, such as Cromer and Hunstanton, there are schools of the kind which prepare boys for the great public schools, and take boarders only. These, of course, are outside the county supply. Excluding these, and also what may be called local preparatory schools, from which children go to the endowed schools or the higher private schools, there are about 110, of which 90 are for girls, 20 for boys. The education given naturally varies a good deal; but in all those which I visited I found evidence that the recent development of itinerant examinations (if the phrase may be allowed) had so to speak, screwed up the pitch of instruction considerably as compared with that which prevailed, say, twenty years ago. Almost without exception pupils were sent in for either Local examinations, or those of the College of Preceptors (these were the favourite); or, again, for special examinations, such as those of the Pharmaceutical Society, or the Civil Service. The teachers were for the most part intelligent persons; though of course in a short visit there was not much opportunity of judging how far they had special aptitude. The weak point, with but few exceptions, was the premises. I doubt if more than two of the schoolrooms which I saw would have been accepted by one of Her Majesty's Inspectors as satisfactory for an elementary school. It is somewhat significant that in each of those two cases the proprietor and head teacher was himself an ex-elementary master with a certificate. Supply of schools, and some points about the endowed schools.

So far as could be seen, the existence of endowed schools produced little effect on these private schools.

No doubt the establishment of the "county school" at Elmham affected schools all over the county to some extent. The farmers who had taken shares in that enterprise were determined, as one of them put it, "to have their five per cent.," and consequently removed their boys from the schools at which they were to the new establishment; but that school has now ceased to exist, the premises being occupied by the late headmaster, who is endeavouring, not without some hope of success, to carry on a private school in them. So far as that is concerned, things must now have returned to their normal state. In Norwich the girls' private schools have suffered somewhat from the competition of the girls' high school on the one hand and the board higher grade school on the other.

But one of the most flourishing "commercial" schools in the county exists in a town where there is also a flourishing grammar

school. When the fees for boys on the foundation of the latter school were raised by its scheme, the commercial school was opened at the old fees. The education given is higher than that of an elementary school, though probably not up to the "higher grade" board school level; special attention is given to shorthand and surveying. The county council thought well enough of the school to allow seven of their junior scholars to go to it.* There are both day scholars and boarders; but the latter come exclusively from Norfolk. At the grammar school on the other hand, the boarders, who form two-fifths of the scholars, come from all parts; and (according to a practice which seems to be very general, but can hardly be beneficial to the schools), almost the whole of these were about to leave it and follow the headmaster who had recently obtained a similar post in another county. In this case, then, the private school seems really to have a better claim than the endowed school to be regarded as part of the county supply. The best arrangement, of course, if it could be brought about, would be one by which the two could be co-ordinated; the private school serving as a feeder to the endowed school.

The following table may serve to show the distribution of Secondary Education as between classes of schools, localities, and sexes. It is not absolutely accurate, as several schools seem to have made no return, though I fully understood that they intended to do so. The number of children attending private schools, both boys and girls, will have, no doubt, to be somewhat increased. At Yarmouth an accession of some 30 boys to the grammar school was expected after Christmas owing to the closing of a private school.

		Boys.	Girls.	Total.
Endowed Schools in -	County Boroughs - -	500	—	—
	Administrative County	400	52	—
	Total - -	900	52	952
Proprietary Schools in	County Boroughs - -	—	260	—
	Administrative County -	—	114	—
	Total - -	—	374	374
Private Schools in -	County Boroughs - -	180	600	—
	Administrative County -	320	400	—
	Total - -	500	1,000	1,500

Total number receiving some kind of secondary instruction 2,786, or almost exactly 6 per 1,000 of the population.

* The best authorities seem to hold that in sending their scholars to this and other pivate and proprietary schools, the Norfolk County Council is breaking the law. But it may be pointed out that a strict compliance with the law in this matter would practically make it useless to offer junior scholarships to girls, unless the county was prepared to spend about 2,500*l.* a year in boarding them all at Thetford See also p. 14.

I have not included in these figures the Norwich Higher Grade Board School, because the Commissioners did not appear to have addressed their inquiries to schools of this kind; but its curriculum is for boys, much the same as that of King Edward VI. Middle School, and the same as (or, perhaps, rather higher than) that of the so-called Presbyterian School; and for girls, as that of the school under the Public Day School Company, all three of which are reckoned as "secondary." It is here, indeed, that the most conspicuous, if not the only, case of overlapping in my district occurs. At Yarmouth the town council and the school board have wisely come to an understanding with regard to their respective territories, and have delimitated the frontier, as I am informed, with satisfactory results.

It is, perhaps, unnecessary to describe all the endowed schools in detail; but I may select for mention a few which present some especial points of interest.

Some endowed schools.

The little borough of *Thetford* may be taken as an example of successful organisation. Planted in the middle of a thinly inhabited and little cultivated tract of heaths and warrens, it depends almost entirely on its own resources. Three manufactories, a brewery or two, and a small railway junction give employment to the population of about 4,250. Elementary education is provided by a very efficient board school. The ancient grammar school for boys, which had fallen into something worse than decay, for it appears to have become a focus of juvenile rowdyism, was set going again under a scheme of the Charity Commissioners in 1879.

For some years past it has had from 60 to 70 boys, about six-sevenths of these being day scholars, and of these again about one-half, or 30, belonging to the town. This will give 7 per 1,000 of the population; a fraction corresponding nearly to the old estimate of the number for whom Secondary Education of a grade higher than the third (which the board school may now be taken as supplying) would be required. (A few of the wealthier inhabitants send their boys to schools at a distance, and these also must, of course, be considered.) I had no opportunity (even if it had been needed) of testing the acquirements of the boys. The school was examined at the end of the summer term by a well-known scholar, of much experience both in tuition and in examination; and his report points to a good deal of sound and intelligent work having been done throughout the school. Two of the elder boys were among the 18 successful candidates for the Senior County Council Scholarships in March last, one has a Royal Agricultural Society's Scholarship, two have matriculated at Cambridge, one at Edinburgh.

My own observation of the boys, both in and out of school, led me to think that the school is, at any rate, doing good moral and social work. They looked at once bright and orderly. One lad of 17, who has recently left the school and gone into business has compiled a little "Guide" to Thetford, which compares very favourably with the average run of such productions.

It may be added that the boys finished their cricket season with an unbeaten record.

But a boys' grammar school is an institution which Thetford shares with many other places. Its unique distinction, in Norfolk, at any rate, is the possession of a girls' grammar school. When the local charities were under consideration by the Commissioners, it was found that in addition to the boys' endowment, a sum was available for the erection of a girls' school. The school was accordingly built and opened in 1888. It has at present 52 scholars, the highest number it has ever reached. Of these, 40 belong to the town, showing contrary to the usual experience, a somewhat higher per-centage for girls than for boys. One-fourth of the total number came from elementary schools. As bearing on the question of classifying such scholars, it may be worth mentioning that the headmistress's experience here is to the effect that it takes about two terms before these girls settle fairly into their work. Then they make good progress, and usually get to the top of their form. They do not, as a rule, stay so long as the children of the professional classes, so that the highest form contains at present none but these; daughters of a clergyman, a bank manager, and the like, whom I found, on one visit, reading Cæsar with the headmistress. Those of the class from which the school is mainly supplied, especially that from which the free scholars and the county scholars, all of whom must pass through the elementary school, are at present drawn, will actually be required to begin earning money at an earlier age; and consequently we find that former holders of scholarships are now assistants in shops, or dressmakers, or assisting their parents at home, as, in one case of which I was told, where a girl on leaving the school at 15 or 16 was able to act as her father's book-keeper. This may also, perhaps, account for the fact that the school has, so far, won only two senior county scholarships. Here, again, the general appearance and demeanour of the children were decidedly pleasing. The only point in connexion with these schools which I saw any reason to regret was, that they hold rather aloof from each other, instead of recognising each other as part of one foundation. One would have thought that an occasional combination for a prize-giving or other festivity might have been of advantage to both.

The Gresham School, at *Holt*, is a school which offers infinite possibilities. Alone among the Norfolk grammar schools it has remained untouched by agricultural depression. Its endowment, amounting to about 1,500*l.*, is administered by the Fishmongers' Company, who appear to take a great interest in the school, and to treat it with much generosity. They have founded a valuable leaving scholarship, and give prizes. It has 50 free scholars, admitted from the town of Holt and its neighbourhood by order of the governors, on the nomination of two visitors; these visitors being clergy and gentlemen of the district. The "neighbourhood" is now construed pretty liberally, so as to

include places as far off as Cromer and Aylsham, which are 10 miles away. Even so, however, the population which enjoys the benefits of Sir John Gresham's munificence cannot be much more than 50,000; so that it is not, perhaps, remarkable that no very high test of proficiency or competitive examination has as yet been required in the selection of candidates. There is no kind of social qualification, and more than a fourth of those now on the register came from elementary schools; but if a parent of the labouring class applied for a nomination for a very young boy, he would probably be advised to send him, in the first instance, to the board school, in order to make sure that he was likely to profit by the instruction given at the grammar school. Here, as elsewhere, some difficulty is felt in classifying boys who come up from the elementary schools; but the head-master says that in his experience a clever boy soon adapts himself. At the same time he would prefer to have them in his hands not later than the end of their eleventh year. Besides the free scholars, the headmaster is at liberty to take paying scholars, whether as boarders or otherwise. There are at present 11 of these. Holt is thus very much in the position in which Eton and Winchester were some four centuries ago; the free scholars forming the great bulk of the school, with a few "oppidans" or "commoners" accreted around them. It is a serious question whether the county council might not be well advised to come to some arrangement with the Fishmongers' Company with a view to making the school a great centre of county education. If this could be done, and the area from which the free scholars are taken somewhat extended, to embrace, say, the entire county, the school might have a great future before it.

Hingham is an example of good work done under difficulties. Placed in a rural district, and, alone among the endowed schools of Norfolk, at some distance from a railway station, it seems never to have had more than about 30 scholars; a figure which has remained pretty steady for several years. The head-master very wisely gives more prominence to "modern," than to classical subjects, and teaches with such success that out of his small number he has succeeded, in each of two consecutive years, in winning two of the 18 senior county scholarships. The effect was promptly seen in an accession to the number of his boarders; an interesting fact, as showing how these county scholarships may indirectly benefit a deserving school. At the same time, care will have to be taken in the regulations under which they are awarded, to ensure that they do go to the endowed or other "official" schools, or it will become worth somebody's while to start a school at a high fee and make a business of winning these scholarships.

North Walsham pays special attention to agriculture, and incidentally to botany and chemistry. The boys are taken to receive object lessons in scientific and experimental farming on some of the neighbouring properties; they are shown both

various methods of treating the soil, and in due course of time, the results of the treatment, and also the behaviour of various crops under cultivation. This school has the distinction of having this year turned out the first senior county scholar who had previously held a junior scholarship.

The only one of the Norfolk endowed schools which can be said to be at present in a state of decay is that of *Walsingham*. Ten years ago there were 32 boys at this school; now there are 11. The school is placed in a decayed town which now has less than 1,000 inhabitants. The establishment of the "county school" at Elmham injured it, and it has suffered from the competition of elementary schools, especially since the abolition of fees. The master, too, appears to be an "unlucky" man, and it may be doubted whether he has the gifts needed to contend against adverse conditions. Probably the best use that could be made of the school would be the conversion of its endowment into scholarships to beheld at other schools, as was done in the cases of Brandon and Redgrave; or if it must be maintained in existence, it might be removed to the thriving town of Fakenham, distant only a few minutes by rail. There are no buildings which would be left with any regret.

Besides these, the so-called "grammar" school at *Banham*, which is really a private school, is interesting, as showing the way in which many of these schools have grown up. Thirty-two years ago, Mr. W. Cole, the head-teacher of the national school, feeling the need for some institution at which such of his boys as did not require to go to work immediately on leaving school, or were fitted for a more advanced education, might continue their studies, with the aid of the rector started a "middle" or "grammar" school. The Education Act of 1870, and the New Code, made it necessary for him to give up one or the other. He gave up the national school; and presently a board was formed (of which Mr. Cole is chairman) to carry it on, he himself continuing to act as headmaster of the middle school. Though Banham is at some distance from a railway the school throve and attracted boarders, till at the present time there are nearly 60 of these, coming from all parts of the country, but largely from Norfolk, and 20 day boys. The premises, if not equal to those of the best elementary schools, are quite adequate; and the school is clearly doing useful work. It takes a fair proportion of boys (one-sixth) from elementary schools, and sends a few (about one a year) to the universities. The fees for boarders, though lower than those at the defunct "county school," are not sufficiently so to account for the different fortunes of the two establishments. All we can say is that this met a want, and that failed, after the first impulse had died out, to create one.

With regard to this "county school," now a private school, there is little to say beyond what the Commissioners have heard in evidence (Qs. 4130–4133, 4168, 4201–4210). It is melancholy to see a fine and well-equipped building, and an able and

energetic headmaster, thrown away, so to speak, upon the education of a score of boys. The master, no doubt, may be moved, but the school must remain where it is, and it is hard to see how, in its present situation, it can ever be made of use.

3. Outside of the few large towns, the Science and Art Department seem hardly to touch Norfolk. Their place, so far as stimulating the teaching of science goes, is taken, to some extent, by the Technical Education Committee of the County Council, as to which the Commission have heard its chairman and secretary. I can only supplement their information by an anecdote, which is instructive as to the spirit in which attempts to organise this kind of teaching in country districts are apt, at first, at all events, to be received even by those who might be expected to welcome it. The lectures on horticulture are among the most successful that are given. The lecturer is a practical horticulturist of high authority and great power of imparting knowledge in an attractive and intelligible form. A gentleman of my acquaintance sent his gardener (who had himself been till recently a labourer) to attend a course held in the neighbourhood. On asking him afterwards what the lectures had been like, he received for answer: "Pretty good; he did not say anything *as I could contradict.*" It is, perhaps, less surprising that a leading market or nursery-gardener in the neighbourhood of Norwich should have entirely declined to aid these lectures, on the ground that he did not want to see the method of his business become matter of common knowledge. 3.

At Yarmouth one result of starting technical classes in carpentery and plumbing was found to be that the masters sent their apprentices; preferring that they should practise upon and spoil wood and lead provided out of public funds. Incidentally this fact seems to furnish an argument in favour of diverting apprenticing charities in places where such exist to the furtherance of technical education.

4 and 5. These two heads can best be dealt with together. There is only one endowed school in Norfolk which can be called decaying or inefficient, and to this I have already referred. 4 and 5.

There can be no doubt that the part of Norfolk in which the supply of Secondary Education is most deficient and means of communication most wanting is the irregular quadrilateral, bounded on the west by the Lynn and Ely Railway, on the north by the line from Lynn to Swaffham, on the east by that from Swaffham to Thetford, and on the south by the county boundary. This is nearly coincident with the south-western Parliamentary division of the county. It has an area of about 360 square miles, and a population of about 36,000. Just within the boundary stands the towns of Thetford, Swaffham, and Downham Market, which account for nearly 11,000 of this number. Over the remainder of the area, therefore, the population is 25,000, that is, something under 70 to the square mile. Of these, some 4,000 are concentrated within convenient reach, say, 4 miles of Downham (which, no doubt, accounts for the Deficiency.

fact that that town possesses an unusual number of private schools); but Thetford and Swaffham are so situated that they are practically inaccessible to any part of the population of the area in question except their own inhabitants. The only railway in the area is a branch line 7 miles long from, Denver to Stoke Ferry. It is quite clear that no plan of erecting new schools can meet the wants of such a region as this. Even allowing for the facilities afforded by bicycles,* ponies, and such means of transport as are open to children, not for the most part of the poorest class, such schools would have to be built in sufficient numbers to ensure that no child should have much more than 4 miles to go and return. That is to say, an area of this kind would want (allowing for winding of roads and other hindrances) about 10 schools, each serving a population of 2,500. If we take the proportion likely, for many years to come, to attend a secondary school, at six per thousand for boys and four per thousand for girls—and these, I venture to think, are very sanguine figures†—this would mean 10 schools, each for 15 boys and 10 girls. It would probably be less costly to supply private tutors or governesses as required, and let the children be taught in the shelter of their own homes.

Some places where schools might be established.

A school might no doubt be profitably established at Swaffham, where three lines of railways meet. Even though, as has been mentioned, the population in the immediate neighbourhood of this place is sparse, a private school now closed, conducted by an entirely incompetent person, was able to attract no less than 30 boys; a number which would no doubt be far exceeded if a good school in suitable premises were established. (*See also* Appendix A.)

Stoke Ferry again, which is fairly accessible to a population of 5,000 or more, might be a convenient position for another. Something might also be done, in the east of the area, to develop the school at Saham Toney. This was founded about 30 years ago for the education of "minors or adults in religious and secular knowledge," with a preference for agricultural and commercial teaching. It has good buildings, with accommodation for 40 boarders and three or four acres of land, and is situated near the little town of Watton. This, after being closed, has recently been started afresh, and at present has only about a dozen boys, and the instruction is that of the ordinary country grammar school, no special attention being devoted to either agriculture or commerce; but the present rector, who is himself an ex-head-master, and has very large power under the trust-deed, takes great interest in the school, and would probably co-operate willingly with any attempts to extend its sphere of usefulness.

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* There can be no doubt that the enormous development of "cycling," in late years, distinctly affects the problem of Secondary Education in rural districts.

† At the recent election of junior county scholars, only five were elected out of the whole area. I have not the number of candidates, but, if in proportion to the total for the county they would be 18. Of course, these are only from elementary schools; but I take it that in such a district there would be few else.

But even if schools were established and in full work at the three places I have mentioned, they would, so far as day scholars are concerned, be within reach of only a small part of the area under consideration. Over most of this it is clearly impossible to bring the schools to the children; and the only alternative will be to bring the children to the schools. The obvious way to do this is to develop the system of county scholarships, giving the council a free hand to send the children to any school which—subject to their approval—the parent may select; paying all expenses of travelling, board, lodging, &c. Work of the county councils.

In the case of schools maintained or subsidized by the council, it might be possible to organise arrangements for boarders, either in an official hostel (the management of which had better be kept quite distinct from the teaching), or in private houses with supervision by the local sanitary authority.

The children will of course be taken exclusively from those attending elementary schools; and this being so, I hardly see why any collective examination should be needed. The recommendation of the head-teachers, perhaps endorsed by Her Majesty's Inspector, to the effect that the child is one who deserves and will benefit by a more advanced education than the elementary school can give, ought to be sufficient for the councilto act upon. No doubt, as English people get more used to the idea of education organised in all its stages, many children from well-to-do homes will be found in the elementary schools; and then perhaps some inquiry into the means of parents may become necessary, in order to make sure that public money is not being used merely to enable the children to travel by a higher class on the railway than they would otherwise have done, or in some other way to provide luxuries with the aid which ought to be given only to relieve necessities. But even here the public opinion of the neighbourhood is likely to act as a restraint.

I would even, in the rare case (which probably would occur hardly once in a generation) of an extremely brilliant boy springing from the labouring or artizan class, who might be capable of getting a scholarship at one of the great public schools, go so far as to empower the county council to undertake the cost of maintaining him (of course with the aid of the scholarship) at such a school. His sister may be, and sometimes is, sent to one of the high schools, which are the nearest equivalent of public schools at present open to girls, and at which many girls may be found whose brothers are at public schools; so that in spite of all social inequalities it is even now possible for two girls to be schoolfellows and friends whose brothers go to Eton and to a board school respectively. In the case of the boy, the occasion will, as I have said, probably not often arise; but when it does, let the local educational authority be perfectly free to deal with it.

Meanwhile, until the county council fills up the gap with schools of its own, it will no doubt, as at present, send its

scholars chiefly to the existing "high" or endowed schools.* With the exception of the south-western part, already discussed, Norfolk is very fairly provided with such schools. Including those in the two county boroughs, it possesses in all 10 boys' schools, of which all but one, as already stated, are doing satisfactory work. The number of boys at these schools amounts to about 750†; but of these a considerable proportion are boarders, coming from outside the county. Snettisham School, indeed, has only holar-day-boys out of a total of about 60; and when a free sc were ship was offered for one boy from the board school there were only three competitors. Still, the school is there if wanted. Besides these, there are three flourishing grammar schools with only the width of a small river between them and the soil of Norfolk. Two of these, however, Bungay and Beccles, though no doubt they are attended by plenty of Norfolk boys, are out of the reckoning so far as county scholars are concerned. In the case of the third, Wisbech, which is easily accessible to a population cut off from the main part of the county by wide tracts of fen land, the council have made an exception to their rule of sending their scholars only to schools in the county; and three of these boys are in attendance there. It may be hoped that, when the West Suffolk County Council avails itself of the provisions of the Customs' and Excise Act of 1890 in respect of technical education, some reciprocal arrangement will be come to between the counties by which the schools on the border shall be available for county scholars from both counties; Thetford serving north-west Suffolk; Bungay and Beccles, south-east Norfolk. Indeed it is to be hoped that not only here, but all over England, every inducement may be used by legislation to persuade county educational authorities to adopt a policy of mutual accommodation, of give-and-take, by reasonable combination for the saving of expense and labour, rather than waste their resources in deference to local jealousies, based upon arbitrary geographical divisions. County rivalry, respectable in the cricket field, becomes ridiculous when it keeps a child away from, or puts any hindrance in the way of his coming to, the school which lies nearest to him, because he lives on the wrong side of a brook, or (in the case of "county boroughs") of an imaginary and often-shifted line.

Local opinion.

I am directed to obtain and embody in my report a statement of local opinion as to the best method of remedying deficiencies. Local opinion in Norfolk, as I have already indicated, is for the

* Where the parent prefers a private school, I can see no reason for objecting, so long as the school is efficient. I do not share the view of those who are afraid of public money going into "private pockets." Where else, in its final destination, does any money go? Many endowed schools are, practically, conducted for private profit. That is, the headmaster can always save money by starving the school; but as a rule he does not.

† I include here the King Edward VI. Middle School, but not the "Presbyterian" School in Norwich.

most part quite unconscious of any deficiency,* and if its attention were drawn to the fact, it would probably be of the same mind as a gentleman who told me (if I may be pardoned for introducing so colloquial a phrase into my report) that all this talk about Secondary Education was "infernal rot." Thirty years ago he would doubtless have said the same of elementary education; now he is clerk to an active and efficient school board.

But so far as there is any enlightened opinion on the subject, it is to be found in the evidence given before the Commission by Mr. Lee-Warner, the chairman of the Technical Education Committee, and in an article which the Commissioners have read, in the "Record of Technical and Secondary Education," for April last, by Mr. F. H. Millington, of Thetford. It will be seen that the main difference (which is little more than apparent) between these two gentlemen consists in their views as to the proportion to be maintained between the two methods; of bringing the schools to the scholars, and bringing the scholars to the schools. Mr. Lee-Warner is in favour of "a considerable amount of school-creating," providing a school of at least the "third grade" in each of the large towns. Mr. Millington thinks that "we have nearly, if not quite "enough, grammar schools for boys in the county." If one may venture to touch on a question which excites so many jealousies, I would suggest that the two views might easily be combined, if only those jealousies could be got over, by some redistribution of the existing schools. Several of them are in places where, either from lack of neighbouring population, or difficulty of access, they cannot develop their usefulness. Hingham, a good school so far as circumstances allow, is three miles from a railway station, and six from the centrally situated school at Wymondham. Walsingham, in an out-of-the-way part of the county, has, as already mentioned, become nearly extinct. Both these schools might do excellent service elsewhere. One usual sentimental objection to these transfers is mitigated by the fashion prevalent in Norfolk of calling a school quite as often by the founder's name as by that of the place where it stands. Thus Holt is usually called "the Gresham School"; North Walsham, "the Paston School." It is easier to remove a Charterhouse than a Westminster.

Suggestion as to an "Endowment Fund."

Before, however, the endowed schools, with or without redistribution, can be regarded as furnishing a trustworthy and permanent nucleus for the Secondary Education of the county, steps must be taken to put them in a reasonably secure financial position. The masters ought to be able to do their work free from all anxiety and uncertainty in regard to their incomes, except so far as these depend upon their own exertions. In

* Of course these remarks must not be taken as applying to the gentlemen who form the Technical Education Committee of the County Council, many of whom take a keen and active interest in the matter. I am referring to the man in the "street," or in the country lane.

Norfolk, this condition is far from being fulfilled. Most of the endowments are in the form of agricultural rents, which, as everyone knows, have, in the eastern counties, depreciated enormously, during the last dozen years. Of the gross incomes, as estimated in 1890, given in the return of March 4th, 1892, less than half, in most cases, is now available towards the maintenance of the schools. Expenses, such as repairs and improvements of premises, which ought to be, and but for this fall in values would be, met by the endowments, come out of the pockets of the headmasters. One of these told me, rather as a statistical fact than as a grievance, that he had spent some 400*l.* on his school in the course of a year; and at a grammar school in a little Berkshire town, with which I am well acquainted, the headmaster has recently, at his own cost, provided movable partitions extending from floor to ceiling, for the principal schoolroom. It certainly seems hard that these gentlemen should be thus mulcted, practically in proportion to their own zeal for their work and devotion to the interests of their schools, and compelled to spend on the fabrics money which it would be of great advantage to them and to education to use in improving the salaries of the assistant-masters.

But the first and most important matter to secure is that the schools shall have some certainty from one year to another how they will stand financially. This end may, I would suggest, be attained in one of several ways. The first, and in some respects the more satisfactory, though doubtless in view of local jealousies the more difficult to achieve, is to apply to educational endowments the same treatment that the legislation of the last reign and the early years of the present applied to ecclesiastical endowments. There must be many schools whose income is derived from property which has increased and is increasing in value. Very few persons will now be found to deny that the legislation which took 11,000*l.* from the See of Durham to improve the positions of Rochester and Llandaff was equitable and beneficent, and the time seems to have come when something of the same kind might be done for the schools.

The first step will be to ascertain the total value of the endowments now available throughout England for purposes of Secondary Education, and to put these together in one general fund. (Those attached to elementary schools might be left out of account at this stage.) Then if returns could be obtained showing the fluctuations which these have undergone, say, in the last quarter of a century, it ought not to be beyond the power of the Endowed Schools Branch of the Charity Commission to apportion this fund in such a way as to put back those schools whose income has dropped into the position in which they were at the beginning of that period, without in any way impoverishing the more opulent. Another advantage would be that a Secondary Education fund thus brought into one common stock could be kept at a level, or even augmented when occasion demanded, by a Parliamentary grant; while in the event of a

surplus accruing, it could be used either for aiding the foundation of new schools, or for occasional subsidies under special circumstances to existing schools which had escaped the notice of the pious founder.

I have suggested that a common endowment fund might be created for the whole country, because thus only, as it seems to me, can local inequalities be equitably smoothed away. The property from which schools derive their endowments is as a rule situated not far from the locality of the school in each case; so that causes affecting one endowment will probably affect all in the same part of England. This is certainly the case with the East Anglian endowments; at least with few exceptions, such as Holt already mentioned. On the whole, Norfolk seems to be less well off in the matter of endowments than either Lincolnshire or Suffolk, though better than Cambridgeshire. If the gross annual value, as given in the return of March 1892, could now be obtained, there would be, including Norwich and Yarmouth, about 9,000*l.*

Another method would be to leave the endowments where they are, and make Parliamentary grants directly to the schools (upon the fulfilment of such requirements as might seem reasonable), the amount of such grants to vary according to the loss in any given year due to the depreciation of endowment; what may be called the *par* value of the endowment being assessed as before. This would, however, involve a fresh inquiry every year. A third course would be to let the county councils levy a rate in any district which was served by an endowed school, varying the amount of the rate according to the circumstances of the school. But this would often have the effect of rating most heavily the districts which by the hypothesis were already suffering; since the "school farms" often lie in the neighbourhood of the school, and depression which affected them would probably be felt by the neighbours.

Endowments elementary schools; how they may be used to further Secondary Education

With regard to the endowments attached to elementary schools a different course might be followed. More than 120 of the parishes in Norfolk enjoy benefactions of this kind, varying in amount from the 150*l.* per annum of Scarning to the 6*s.* of South Wootton; but averaging about 25*l.* In the great majority of cases these sums merely go into the general fund of the school, and serve as an actual or potential relief to the rates; an object which one can hardly suppose to have been primarily intended by those to whose public spirit they owe their existence. One school board, however, that of Attleborough, has recently, under a clause of its charity scheme, made regulations applying 6*l.* a year to the maintenance of two small scholarships, with a view to inducing parents of promising children to leave them at school after they have passed the standard for total exemption. Some of the regulations are worth quoting.

> "Candidates must be children of labourers, or children of of artizans, widows, small shopkeepers, or small farmers. In the last four mentioned cases, each case shall be specially

inquired into and allowed by the board on the plea of necessity."

"Candidates must be specially recommended by the principal teacher as being of ability, industry, and general promise of excellence, and must pass a higher standard at the end of the year before payment is made."

The bearing of this upon Secondary Education is not difficult to see. In a district like Norfolk, where the standard for total exemption is mostly the lowest allowed by law, a child will, in the ordinary course of things, leave school at 11 or 12 years' old. He may be much above the average in proficiency; he may be a safe candidate in a year or two for a junior county scholarship; but the prospect of a scholarship the year after next will hardly be sufficient to induce the thrifty parent to forego the immediate certainty of a few shillings a week added to the domestic exchequer, and the child is drawn away from, instead of led towards, the "ladder" which, if he could but reach its foot, he might have a fair chance of climbing. For this reason it appears to me that every effort ought to be made to induce school authorities, whether boards or voluntary managers, to do something in the way of starting these little scholarships; and in the cases where they have endowments ready to their hands, the inducement might well assume a pretty drastic form, perhaps that of restoring the old rule under which income from endowment was not counted in the income of the school for purposes of the grant, in other words, by omitting the word "endowments" in section 19 (1) of the Act of 1876.*

In the towns it might be worth while to add a "higher grade top" to the elementary schools; but the cases in which there would be a sufficient number of scholars to justify the cost of this would at present be few.

How local authorities under Elementary Education Acts may aid.

While on the subject of elementary schools, I should like to point out another way in which the local authorities, whose main business it is to deal with those schools, may assist the cause of Secondary Education. There are still far too many private adventure schools, charging fees just sufficiently high to place them outside the purview of the Act of 1870, but giving an education in no way higher than that of the ordinary elementary school, and in many cases giving that very badly. Grammar school masters complain that boys from schools of this kind come to them much less well-prepared than those from the board or national schools. They are of course chiefly maintained by the small social pride which sees "gentility" in a fee of 3*l.* or 4*l.* a year, and has forgotten, if it ever realised the fact, that section 4 of the Act of 1876 makes no distinction of persons, but lays down that "it shall be the duty of the parent of *every* "child to cause such child to receive efficient elementary instruc-

* The inducement would be still stronger if managers were allowed to include in income any part of the endowment which had been *bona fide* spent in scholarships; but no other part.

"tion." Local authorities no less than parents have, it is to be feared, allowed themselves too easily to assume that provided the fee was high enough the instruction was sure to be efficient. We can imagine the shock with which a little country town would learn that some fairly prosperous farmer or tradesman had been summoned before the magistrates to prove that the instruction given at the "academy," or "commercial school," to which he sent his boys, was efficient enough to justify their non-attendance at a "certified efficient school." At the same time it cannot be doubted that the first local authority which has the courage to administer a shock of this kind will do a great service to education, both elementary and secondary.

So much of the special difficulty of organising education in England seems to arise from this matter of "social" or "class" feeling that it may be worth while to record some of the information which I was able to gather in regard to its existence in Norfolk. In the first place different localities seemed to vary a good deal. The master of a leading private school at Lynn thought that the farmers were beginning to use the elementary schools more; and at Walsingham the improvement in elementary schools, coupled with the abolition of fees in them, was given me as one of the causes which have reduced the grammar school of that place. On the other hand, at North Walsham (where agricultural education is made a special point), I heard, while some of the farmers send their boys to the board school, others go so far as to object to the very presence in the grammar school of boys who have come from the board schools, and remove their own boys to private schools to preserve them from the apprehended injury to their manners. Among the scholars themselves, both boys and girls, less sensitiveness on this score appears to exist. I was assured in several places that county council scholars, even if at first there might be a little tendency to look down on them, were soon accepted on their merits, whether athletic or intellectual, and took their place among the rest. Cricket and football are great levellers of social inequalities among the boys; while the girls are rather disposed to admire those who, coming from poorer homes, raise themselves, as these scholars usually do, to the top of their form by industry and ability.* Still, there can be no doubt, that among the older generation the feeling is still very strong; and is a main cause of the bitterness with which the abolition of local rights of free education in the grammar schools is often viewed. Alike in Norfolk and in Berkshire headmasters (who themselves regarded the new arrangement with entire approbation) told me that local tradesmen and farmers had the strongest possible objection to passing their boys through the sieve of the elementary schools in order to get the free

* Apart from County Scholarships, or special local privileges, a certain number of children already pass from the elementary to the secondary schools. At Thetford nearly half the boys have so passed on; at Great Yarmouth about 25 per cent., the connection being, in the headmaster's words, "purely casual."

Secondary Education which the schemes offer, generally in ample measure, to picked boys from those schools. In the cases which are specially in my mind, the elementary schools in question (one board, two voluntary) are as good as any in the county, and in point of premises, far superior to almost any of the private schools that I know.

It is, however, certain that no successful organization of Secondary Education will be possible until it is clearly understood that elementary education (when not given at home) must be sought in the elementary schools, and nowhere else; and as a corollary, until, in the definition of an "elementary" school the fee paid shall no longer be considered; but the age at which children are admitted, and the nature of the circumstances. Besides the evils indicated above, a great deal of power is wasted in the grammar schools by the necessity of teaching subjects which they would be learning as well, or better, at the board or national schools. Out of 267 boys who are attending at five grammar schools in Norfolk, 62, or over 23 per cent., are below 12—probably 10 per cent. (I have not the figures) below 10. These would surely be much better placed among boys of their own age. The schools need not in all cases be public elementary schools. No doubt there are many children, whom for one cause or another, their parents may reasonably prefer to send to schools where they can have a little more individual care than is always possible at a large board school. But I would require every school, attendance at which is to be taken as satisfying the terms of section 4 of the Act of 1876, to bring itself under section 48 of the same Act; omitting from this latter section the words "is not conducted for private profit." It might also be required, where the school was conducted for private profit, and therefore was presumably intended to act as a feeder for Secondary Schools, that the manager or teacher of it should put himself into relations with those of any Secondary Schools that he might select. At Thetford, which I have already quoted as a place where education is, on the whole, well organised, and where, it may be added, the per-centage of boys below 12 is the smallest in any of the grammar schools, the only private schools now left, are are a few "dames' schools." With these the headmaster of the grammar school has come to an understanding as to the books that they shall use, so that boys come on from them to him, in some measure prepared for the work that they will have to do as well as grounded in the elementary subjects. From an arrangement like this, it would be but a step to requiring that the authorities, of what I have called the local preparatory, or, as they may also be called the private elementary schools, should as a condition of recognition, obtain from some approved secondary teacher the same sanction to their curriculum and time-table as the authorities of a public elementary school are required to obtain from Her Majesty's Inspector.

As time goes on, and those who at present keep these small schools retire, there will be less and less opening for the estab-

lishment of new ones, in proportion as the public elementary schools become more and more recognised as the place where all classes should seek the rudiments of education. Then, and not till then, as it appears to me, will a thorough organisation of our school system, secondary as well as primary, be possible.

I have not dwelt at any length on the question of girls' instruction, because all that has been said of boys will apply to it, *mutatis mutandis*. The great number of girls at private schools shows that there is a demand; the growth of the "high schools" shows that the demand extends to education on the most modern lines, and the example of Thetford shows that a school on these lines may thrive even in a small country town. If an endowed or county school for girls could spring up beside every such school for boys,* there can be little doubt that it would soon be filled by the sisters of the boys. Existing schools when efficient, should be tenderly handled; but as the proprietors retire, the local authority should be ready to step in. In some cases, it might even be expedient to buy out the proprietor, thus anticipating the natural termination of his or her career. Girls' schools

The "religious difficulty" I found to be practically non-existent.

I am, &c.

The Secretary, A. J. BUTLER.
Royal Commission on Secondary Education.

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* On the whole I think that this arrangement would suit the English genius better than the foundation of mixed schools. Of course there might often be an interchange of assistant teachers. I know of cases where the boys would be none the worse for a classical lesson from the girls' headmistress, if local report may be trusted.

APPENDIX A.

As I close my report, I receive, through Mr. H. Lee Warner, the accompanying memorial from 38 inhabitants of Swaffham and the neighbourhood, which they desire me to transmit to the Commission. As will be seen, the signatures are very thoroughly representative of the classes which have hitherto been the sole, and will always be the chief, claimants for the benefits of Secondary Education. I gather that Mr. Lee Warner himself took no part in promoting the memorial; but no doubt his general influence accounts in great measure for the unique interest in the question displayed by his neighbours, and we can hardly reckon on similar manifestations, at all events for some time to come, over the county at large.

To the Royal Commission on Secondary Education.

We, the undersigned, heads of families and inhabitants generally of Swaffham and the immediate neighbourhood, recognising the importance of the question of Secondary Education, and realising, as many of us do, the great disadvantages to our children, consequent upon the non-existence of a Secondary School (otherwise than the National Schools) in the town, beg to assure your Commission of the great need of such schools in towns and districts similar to our own. We have here a school house with an endowment of 22*l.* per annum, but owing, in a measure to the building not being in keeping with the recognised requirements and arrangements of a modern school house, it has for a considerable period been closed as a school and no funds are available for the needful alterations and improvements.

James John Winter, Swaffham, Solicitor.
E. A. B. Betton, Narborough Vicarage, Clerk in Orders.
John Wm. Page, Swaffham, Bank Manager.
J. O. Dennis, Swaffham, Bank Manager.
Thos. Lindsey, Swaffham, Retired Tradesman.
Augustus Wm. Thomas, Swaffham, Medical Man.
Wm. R. Coe, Swaffham, Cornfactor.
Fred. Everett, Swaffham, Cornfactor.
Harry Lindsey, Swaffham, Draper.
Albt. E. Philo, Swaffham, Shoemaker.
A. J. Johnson, Swaffham, Gunmaker.
William Rolfe, Swaffham, Organist.
Wm. Gould, Swaffham, Bookseller.
Edward Clark, Swaffham, Bank Clerk.
E. Arthur Walker, Swaffham, Brewer.
J. H. Bunting, Swaffham, Grocer.
F. Christopherson, Swaffham, Chemist.
J. W. Dent, Swaffham, Grocer.
John A. Dent, Swaffham.
William J. Coe, Swaffham, Bookseller.
E. Margerson, Swaffham, Veterinary Surgeon.
John Aldiss, Swaffham, Draper.
George Heyhoe, Swaffham, Farmer.
Fredk. Case, Swaffham, Farmer.
Fred. E. Rix, Swaffham, Coal Merchant.
Richard Mallon, Swaffham, Carpenter.
Herbert W. Day, Swaffham, late County Treasurer.

GILBERT MORSE, Swaffham, Brewer.
SYDNEY MATTHEWS, Swaffham, Solicitor.
FREDK. R. BELL, Swaffham, Chemist.
HERBERT R. HEYHOE, Swaffham, Auctioneer.
CHAS. HY. HANNANT, Swaffham, Grocer.
WALTER SMITH, Swaffham, Butcher.
H. DUTCHMAN, Swaffham, Farmer.
GEORGE JACOB, junr., Swaffham, Farmer.
ALFRED SMITH, Swaffham, Farmer.
THOS S. MATTHEWS, Sporle, Farmer.
E. J. PLOWRIGHT, Swaffham, Ironmonger.
W. H. PLOWRIGHT, Swaffham, Ironmonger.

REPORT

BY

MR. AND MRS. LEE WARNER

ON

SECONDARY EDUCATION OF GIRLS IN THE ADMINISTRATIVE COUNTY OF NORFOLK.

TABLE OF CONTENTS.

	Page
Endowments	413
Existing schools	414
Hopeful signs	414
Domestic economy	415
Social difficulties	415
Conclusions of three principals of public schools	416
Conclusions of four principals of private schools	418
Paper communicated by Mrs. Pillow	420

Report by Mr. and Mrs. Lee Warner on the Administrative County of Norfolk.

Swaffham,
25th September 1894.

SIR,

YOU have done us the honour of asking us to prepare a special report on the education of girls in Norfolk administrative county. We have taken the instructions to lady assistant commissioners as the basis of our report, and now enclose—

(A.) A paper of conclusions arrived at after a discussion in which the three principals of public schools took part;
(B.) The same drawn up by the four out of twelve principals of private schools who responded to our invitation;
(C.) A paper communicated by Mrs. Pillow, wife of our technical education secretary, member of the Norwich School Board, writer of a book on "Domestic Economy," formerly headmistress of elementary or higher grade schools.

We regret that the only leisure time we had corresponded with the time of school holidays, and has, therefore, made our work fragmentary.

Endowments.

In Norfolk there is only one endowment that has been utilised for purposes of the Secondary Education of girls, viz., Thetford. There the Charity Commissioners' action since 1868 has already established a ladder of education for girls, with results that slowly but surely are familiarising parents with the idea that girls can profit as well as boys by learning. Looking about for endowments to devote to this purpose, the late Mr. J. L. Hammond "heard casually" in 1867, of a school estate at Necton "so well "supplied with funds that the managers did not know how to "spend them." The experience of Scarning is not such as to encourage the diversion of funds from the benefit of elementary schools to Secondary Education. But even if it were, it may be safely taken for granted by the Commission that overgrown endowments of primary schools have ceased to be either a difficulty or a temptation, owing to agricultural depression. Recently again an attempt has been made by the Charity Commission to induce the inhabitants of Swaffham to devote other "trusts not "connected with education" to subsidise Hamond's School at Swaffham, which, "founded for the poor, had without any formal "authority, become a day school for tradesmen's children." Swaffham is a place which specially needs a secondary school, but the inhabitants do not yet realise that good education benefits all classes, and the well-meant proposal of the Charity Commission has had to be abandoned. This is only an illustration. Charity schools have not been founded for higher education. The result is that the poor who would profit by them cannot get them; the richer classes lose the advantage of the touch of the Charity

Commission which has done so much where endowed schools exist elsewhere; and the middle-class idea of a school for girls is, except at Thetford, a boarding-school conducted as much as possible like a private family.

In these days, when Norfolk is suffering so cruelly from depression in its one trade of agriculture, this is a double loss. The tradesmen's daughters lose the opportunity of good teaching which a day school could afford to give, and the labourers' daughters lose that useful refinement which contact with well-conditioned girls might insensibly add to their natural efficiency and perhaps better elementary training. Country towns (the Dean of Manchester will excuse the word) have not the money to run special schools for special classes of society; the experience of all mistresses, just as much as of all masters, is that the elementary board or national school gives the best early training; the exclusive boarding school would be the better for the fees and the brains of day scholars, and these latter in their turn would make better mothers, better mistresses of elementary schools, better shopgirls, if they had mixed with the pupils of boarding-schools. Unhappily this exclusiveness reacts on the teachers. Ladies whose fathers find farming does not pay are smitten with the spirit of the age, and show a praiseworthy desire to help their parents. And as tuition is the most respectable way of making a living, and at the same time the only trade for which training seems a positive disability, they take to the business, and some house once occupied by an absentee parson's family, who came to reside near the "Assembly Rooms" for the season, soon re-echoes to the strumming of the piano. And the teacher shows herself a true "lady" to all applying parents, for she dares not be too strict of her charges, and, when the parents wish to see their daughter, she does not imitate the vulgarities of the school-attendance officer over the way and insist on regular attendance.

Existing schools.

Hopeful signs.

All honour, however, to a set of mistresses, often recruited in a somewhat haphazard way, that they welcome demands which may have the result of increasing the expense of schooling. It will be seen by the reports enclosed that there is a universal feeling in favour of registration; it is gratifying to see also that high schools are recognised as raising the standard of education* demanded by parents; and the examination lists of the universities and of the College of Preceptors reveal an increasing number of Norfolk girls who are encouraged by their teachers and allowed by their parents to test their knowledge. This last improvement is found by the mistresses to check irregularity of attendance, detention at home for slight reasons, unpunctuality, and generally to strengthen their hands against the unreasonableness of parents. In old days parents did not perceive the

* In 1894 there passed from Norfolk schools, College of Preceptors, 48; from Cambridge locals, 17; from Science and Art Examinations, 25 out of the Administrative County. Norwich and Yarmouth schools made a record double the record of Norfolk.

effectiveness of a good provincial school; they can now. County councils can easily spend their money worse than in paying the examination fees of all girls who pass these examinations.

Domestic economy.

Mrs. Pillow in her report has spoken strongly on the need for teaching domestic economy in rural schools. It is certain that the excellent technical school recently started at Lynn, with mixed classes for some subjects and a girls' class for cookery, will do much in showing the dignity in good housekeeping. In Norwich, the administrative county of Norfolk has an establishment for girls alone, which attracts girls as boarders from the rural parts. In both these establishments it is found by the teachers that the higher standard recruits from the elementary schools do the best. To teachers this may be no surprise; to the farming class it will be a revelation; but they must be given time to notice it. Ideas travel naturally faster in inverse proportion to the sparseness of population. But if every rural school taught some domestic economy and the abler girls were drafted off in larger numbers than can at present be afforded by county councils, to the secondary schools, the increased belief in the benefit of education would teach the employing classes of Norfolk the real meaning of "noblesse oblige." The young lady who has only learnt superficial accomplishments has often no idea how to train a servant; she therefore accuses her servants of ignorance; some little science will show her how to find her way as well as her servant's out of a difficulty. More schools like Thetford will be needed in Norfolk, or it must be made more easy to send able girls to the few good private schools that exist.

Social difficulties.

And it is a general, though not universal, feeling among the schoolmistresses that they would welcome some gentle force that would forbid exclusiveness in taking pupils. Exclusive parents would be satisfied if they were told that certain girls were admitted, because they were county scholars. The principals of secondary schools are already convinced that girls come to them better prepared from the national or board schools than from "Dames' schools." A little alteration in the size of the classes will ensure a higher standard of refinement; and thus the social difficulty in rural parts will be lessened. That it will ever altogether disappear, is too much to predict. Though it will be seen by the enclosed reports that the mistresses believe that girls are less exclusive themselves than are boys, exclusiveness will die hard.

The Norfolk County Council have devoted what may eventually amount to two-thirds of their technical education funds to Secondary Education. This may be wise, if it succeeds in making the middle classes of the county keener educationally and more desirous of the improvement of elementary education. But it is a waiting game to play, and, before it is crowned with success, it is possible that a cry may arise to spend more money on direct technical teaching for the industrial classes in the villages. That will depend a good dea on whether continuation schools have, or

have not, supplied the want in the meanwhile. And that will depend a good deal on the policy of the Education Department.

We are, &c.

HENRY LEE WARNER.
ELEANOR LEE WARNER.

The Secretary,
Royal Commission on Secondary Education.

A. CONCLUSIONS of THREE PRINCIPALS of PUBLIC SCHOOLS.

On Saturday July 28, 1894, Mr. and Mrs. Lee Warner invited Miss Gaddesden, headmistress of Norwich High School, Miss Harrison, headmistress of Lynn High School, and Miss Perkins, headmistress of Thetford High School, to discuss the terms of the instructions to Lady Assistant Commissioners.

The Report of 1869 states that Norfolk contains no endowed schools for secondary instruction of girls. The county council in agreeing to the places selected by the parents of junior scholars for the instruction of their children have accepted these three schools up till now as well as three private schools, Miss Steel's at Norwich, Mrs. Lewis' at Wisbech, Mrs. Tomkins' at Yarmouth.

The two latter have only one pupil each, and, like the Norwich schools, are out of the jurisdiction of the county council. Many junior scholars prefer the higher grade school at Norwich.

It will be observed that Norwich Girls' School is the outcome of the Girls' Day School Company, Lynn Girls' School is a proprietary school started, we believe, at the instance of Canon Brereton, and Thetford Grammar School for Girls was started in 1887 by the Charity Commissioners. The existence of these schools marks the progress made since the Schools Inquiry Commission.

The following is the result of the discussion.

I.—1. All agree that the preparation at elementary schools is far better than that at private schools. In Norwich all that have come from elementary schools have done well; in Lynn there has only been one failure; in Thetford there has been hitherto some regrettable rivalry between the board school and the grammar school, which may be the cause of the parents not sparing their girls' time for longer training. Anyhow, there is not a great demand for the free scholarships. It was suggested that the private elementary schools which are based on real or imaginary social differences lower the standard of education for those who attend, and diminish by their exclusiveness the prestige of the elementary school they should attend and the range of the grammar school.

2. There seems a general idea that the private schools aim mainly at fitting girls for "social life." This may be prejudice, but ideals die hard, and the Norfolk middle-class ideal has been to get girls married by means of general inoffensiveness and superficial accomplishments. Added to this in these days of

depression a farmer has generally saved on the piano. So even the accomplishment has to be given up. Public day-schools for girls are unknown or nearly so.

I.—3, 4. Undoubtedly more specialisation is needed. But if home arts mean designing, typewriting, or any form of drawing, are not these only needed sporadically, and best supplied in one or two technical schools in such a county as these. On the other hand every mother should have learnt domestic economy, while farmers' wives can learn dairying, &c. quite apart from their schools by travelling teachers in a few weeks. The secondary school has quite enough to do in giving general intelligence, some literary power, and receptivity of mind. The main want in our business class in Norfolk is to learn how to deal with ignorance and inexperience among those they employ. Girls who leave school at 16 want all their time to learn how to establish healthy relations between themselves and the working classes.

5. More higher grade schools may be established in the larger villages or "towns." But the fault lies chiefly at present in the mistaken disregard of the elementary school. A better staff and more personal supervision in these may induce the nice-minded parents to patronise them and so leaven the whole tone.

6. The county council is already doing much. The few who should go to "Newnham" need more help than 50*l.*, the amount allowed for senior scholars. Other girls can go at earlier ages to Bedford College, London; Bangor (fees under 50*l.*); Aberystwyth (age limit 16).

7. The causes of the smaller demand for education for girls are disappearing rapidly. As the men get better educated, they will insist on better education for their wives and daughters. The middle class imitates the upper classes, and the time is rapidly approaching when our farmers and their wives will be no longer non-conductors of education. The school at Lynn has created a demand already by supply. Thetford is a smaller place, and gentility fights harder in smaller centres. But there, too, improvement is coming.

II.—(1.) The obvious "opening" at present is chiefly educational. There is a rush to become teachers chiefly of Secondary Education or in homes, but visibly also of elementary. Next to this perhaps comes nursing. Very few become "young ladies" in shops. In rare cases the Post Office attracts. Here, however, there is evidently a possibility of career.

(2.) But the difficulties of special adjustment should be less in the case of girls than of boys. The preparation for a special employment will always be more rarely required in proportion to numbers in a girls' school.

III.—1. We are inclined to think that selected homes are better for girls than large boarding houses. The admission of one girl, if we may judge by the regulations of admission to one of the best secondary schools in England, might imperil the social foundations of a boarding house. With boys this difficulty of parentage has ceased, and no doubt in time a girl also will be

valued by other girls for her own character and not that of her ancestors. Miss Harrison prefers boarding houses.

In day schools the day girls are naturally provided for by their own parents in leisure hours, but even for them, as well as for boarders, provision may have to be made in the interests of healthy exercise. There is even more temptation to make use of a girl in a home than of a boy.

2. We have no experience of girls and boys being taught in the same class except at technical schools, where it works well. Such an experiment, however, is quite distinct from mixing both sexes in a permanent school.

4. Ability is always respected. The difficulty is more with the parents than the girls themselves, as already hinted in I. 7. Any ordinary teacher free from social prejudice herself can prevent any difficulty arising among the girls under her control from the mixture of social class.

5. The girl herself enlarges her parents' scope and moulds their aims, as her views widen. But those schools that have the highest idea of what education cultivates the mind and forms the character will naturally best supply the largest common stock for all girls. Only the State is bound to see that no one teaches without being duly qualified.

6. There seems at present to be more danger of encouraging too many girls to aim at higher education than boys.

IV.—1. The wealthiest people do not send their girls to school. There is, therefore, less extravagance of equipment. But we are inclined to think that, for necessaries, the equipment in girls' schools is better than in boys' schools. Still we think the fees should be higher as a rule, and the salaries correspondingly raised.

2. The education given would be better if all teachers had to be registered.

3. Parents economise on their girls. They have hardly realised the idea that their daughters are possible bread-winners. In these matters Norfolk has not yet got into the stream.

4. The Norfolk County Council has hitherto made no difference. But it is hampered by the inadequacy of provision of day schools for girls, and by the fact that girls can hardly be launched into the world before the age of 18, whereas boys often go off to technical schools at 16.

V.—1, 2, 3. We have little doubt that girls' high schools have improved the standard of education, and that parents know it. But if children are allowed to go to "Dames' schools," to the neglect of good elementary education, neither they nor their parents know what education should be, and the only thing left is to hug a kind of social prestige. The State should deal with the Dames' schools by enforcing inspection and registration.

B. Conclusions of Four Principals of Private Schools.

On Friday, September 7, 1894, Mr. and Mrs. Lee Warner invited 12 lady Principals of private schools for the purpose of a similar discussion. Four accepted the invitation, Miss Cooke, of

North Walsham; Miss Clarke, of Surrey Street; and Miss Steele of Unthanks Road, Norwich; and Miss Wordingham, of Attleborough.

I.—1. With regard to girls from elementary schools, the experience of the Norwich ladies was drawn chiefly from the higher grade scholars, whom they described generally as too much drilled. Good in arithmetic, spelling, and a little science. They find, however, a want of spontaneity in them, as if they had not been touched and interested by their knowledge, and were afraid of speaking outside their routine; in short, there seems to be a want of cultivation of taste and feeling. The foundation, however, is excellent, and with a freer atmosphere the girls soon develop. Miss Cooke had had no girls from elementary schools; Miss Wordingham thinks them deficient in geography and history.

2. The Norwich Principals think that the higher grade schools and the high school draw off an increasing number of children who in old days would have gone to private schools. The private schools are handicapped by not being able to fall back on the rates for their appliances, and the standard has been distinctly raised by the competition of the high school.

3. Miss Wordingham deprecates any special technical teaching for girls under 16. The other ladies seemed, however, to think that it would be a positive Godsend to dull girls of 15 to have a break of the ordinary studies. The County Council School of Cookery, so-called, which teaches housework generally, being just like a Belgian Ecole Ménagère, they thought, could be utilised by all.

4. Classes under special regulations, and even as at present conducted, have no special stigma attached to it.

5. In rural schools the teaching of housework would naturally be of a more elementary character, and its provision could be ensured by amalgamation under a travelling teacher.

6. All agreed that only by scholarships could justice be done to the special needs of girls. One lady instanced the Norland Institute in London as the type of place to which girls might be sent in addition to Oxford, Cambridge, or Cheltenham, as now selected by the county council. Another thought that more should be done to assist pupil teachers. And all agreed that scholarships should not be confined to elementary school scholars, but should be offered also to girls already at secondary schools to help them to stay on longer. No suggestion was made, however, as to how to confine these scholarships to girls whose parents are really in need of assistance. There was a general agreement that the demand for Secondary Education for girls is steadily increasing.

II.—1. Some become teachers; others aim at being hospital nurses or medical missionaries. But the majority go back to their parents till they marry themselves, and they mostly leave about the age of 16, or, in the Norwich schools, 17–18.

III.—1. At present boys insist upon better provision for play and exercise, but there is a tendency to equalisation. Boys will

not submit to music being regarded as an equivalent of exercise; girls say, often have to sacrifice the latter to the former.

2. Night classes are more inconvenient for girls; and in schools where girls and boys are taught in the same class separate entrances are desirable.

4. The mixture of social classes is less easy in a boarding school than in a day school. Miss Cooke had never found any difficulty whatever. Miss Clark held that class could be ignored, And all the ladies were of opinion that there is less cliqueness and snobbishness among girls than boys. There seemed, moreover, a general opinion that, if the standard of position of elementary school mistresses was raised, such social difficulties as exist, and which generally are fostered in the minds of children when young, would disappear altogether.

5. Girls should be taught to value education for its own sake, and they will then impress this view on their parents.

IV.—1. There is no doubt that mistresses are less paid than masters. If the quality of education given depends on—

2. The expense of education received by the teachers, there is no doubt that the smallness of salaries affects the quality of the education. For ladies who have had to pay for a degree insist on higher salaries. For many assistants 40*l.* and board and lodging is considered fair pay.

V.—1. The suffering is the other way. The high schools have taken off girls from private schools, and have raised the standard of education generally demanded.

2. In Norfolk there is a feeling that "dames' schools" for little children of the elementary school age involve less "muddling" than sending them to schools where they may be overcrowded, hear bad language, learn bad habits, and breathe bad air. But that feeling does not extend to the secondary schools in the choice between private and high school. The classes of neither are overcrowded; the fees are about the same; and the aim of both sets of schools is equally high. The class of parents in the upper middle stratum of society who correspond to the parents that keep their children from the elementary school for fear of contamination (*sic*), would probably keep their girls at home.

The conference ended with a strong expression of opinion in favour of registration of teachers, which will help headmistresses in the selection of assistants, and will prevent schools from being started which have nothing but their feeding to recommend them.

C. Mrs. Pillow's Remarks.

1. *Extent and Character of the Demand for Secondary Education for Girls.*

(1.) (*a.*)—*In Norwich* the board and voluntary school children now eagerly seek for the scholarships to the higher grade schools. Just recently 179 names were sent in for 50 vacancies. [Last year only 16 candidates.] 81 boys and 98 girls sat for examina-

tion; 24 boys and 26 girls were elected. About 10 of last year's scholars had their scholarships renewed in additon to the 50.

In Marylebone the scholarships offered by private persons and the City Companies are eagerly competed for.

(*b.*) As far as *village schools* are concerned, when situated near a town, parents only slightly above the labouring class often send their children, after passing through the standards, into the town for a year "to finish off." This was my experience when, after leaving college, I was at first the mistress of a village school three miles from Norwich. (The County Council's Junior Scholarships provide for such cases at this date.)

On the whole the opportunities offered to girls are appreciated and accepted. The want of means to subsidise scholarships often prevents parents being able to allow their girls to continue their education.

1.—(2.) *Good* secondary schools are DEFICIENT IN NUMBER. There are some excellent *private* schools, but there are also many in which no real *educational system* exists. The mischief done by these schools is very great, for the most important part of real education is not provided for, viz., the training of the faculties, which should aim at making the scholars able to work by themselves. I know of many schools in which the girls simply learn so many lessons by memory.

The 1*s.* a week "*private school*" also still largely exists, and parents often send their little girls to these on the grounds of delicacy of health, and not wishing them to be "pressed." Liberty of classification granted to teachers by the Education Department ought to provide for such children going to the better class of board schools, voluntary schools, and higher grade schools. A very unfortunate state of affairs regarding classification exists under the Norwich board, and this may tend to encourage small private schools.

In some cases there is a decided objection on the part of public secondary schools to accept pupils whose *social position* is not up to a certain standard, fixed by the school itself, even in the case of those showing ability sufficient to win a scholarship (parents, tradespeople, artisans, &c.).

The number of secondary schools for girls, having a *scientific side* and means for giving practical scientific instruction is deficient. I question if there are more than one or two schools in Norfolk where such facilities for girls exist.

1.—(3.) *For boys*, the practical sciences, chemistry, electricity, mechanics, drawing, &c., which may be useful to them in their future work.

For girls, the sciences of hygiene, physiology, cookery, domestic economy, cutting-out, needlework, and the domestic arts are most valuable, the *scientific side*, together with the *practice* of the arts should be taught, and will include some knowledge of chemistry. These are of course in addition to the ordinary curriculum taught in common to boys and girls.

(*a.*) and (*b.*) A village girl taken to a *special central school* only benefits, on her return, her immediate relatives by the knowledge she gains—only one or two girls could possibly go from a village to such a school at least at a time, but a *technical side to a school in the village*, whether secondary or elementary, would benefit in some degree the whole community of that village continuously. (I should like to see a small school of domestic economy, &c., in every small town or fairly large village.)

In addition to the technical side to each school there might be a *central institution*, at which the most brilliant girls could get still more advanced instruction, these being selected by examination.

1.—(4.) Where the single institution is one designed to train girls to become teachers of the home arts, it would ultimately supply the wants of all social classes *through these teachers* sent out to teach classes of various social grades—arrangements to receive classes of various social grades could be made in any well organised institution (*e.g.*, the London Polytechnics). A single institution does not *best* supply the wants of *all* social classes *directly*.

1.—(5.) *In Rural Districts.*

(*a.*) Form a group of schools, say six, within accessible distance of each other by road or rail.

(*b.*) Arrange a systematic course of lessons in one or more technical subjects.

(*c.*) Adjust the school time tables to suit the convenience of each school in relation to the others.

(*d.*) Let a special technical teacher be engaged to visit the schools in rotation as arranged. This teacher should organise and superintend as well as give lessons—the ordinary school teacher working under his directions in preparing the pupils for the following week's lesson. This might be a difficulty at first, but could be overcome if the teachers were earnest.

(*e.*) Require each school to provide certain inexpensive apparatus—other special apparatus could be taken from school to school by the teacher, as required. In this way elementary chemistry, laundry work, cookery, dress-cutting, and dairy work could be taught, whilst drawing could be taught by the ordinary school teachers.

The above perhaps more especially deals with the elementary schools, and the education code allows of such subjects being taught.

A similar system for these and other technical subjects might be arranged for schools of a higher grade, where the funds or numbers do not permit of special permanent teachers.

In Urban Districts there is not so much difficulty. It is easier to get teachers, whilst there are often institutions, *e.g.*, technical schools, schools of science and art, schools of cookery, and laboratories, to which classes may be admitted, apparatus of various kinds and all conveniences existing to hand. (In most

large towns there is now a school of cookery.) In ladies' schools where the work is really educational, where the higher examinations are prepared for, and good visiting lecturers assist the governesses, the principals are alive to the necessity of keeping their schools up to date in such subjects as nursing, ambulance, cookery, laws of health; and courses of lectures are arranged by doctors and others. I am here referring to some very superior schools in London, *e.g.*, the Collegiate School, in St. John's Wood Park.

1.—(6.) Actual assistance to pay for :—

(*a.*) Tuition and board as in the case of the County Council girls at the Norfolk and Norwich School of Cookery, and for other *quite* poor girls.

(*b.*) Tuition fees, travelling expenses, and dinners, as in the case of Junior County Scholars, under the Technical Education Act, in Norfolk and other counties. These pupils are *from elementary schools*, and step up to secondary schools. In such cases the assistance named is absolutely necessary, in order to give the more talented of elementary school children a chance of more advanced education. In a *still higher grade* help is also often needed. Again and again I have heard of girls whose education had been curtailed because the parents were unable to continue paying fees, for board, and for books, besides clothing, at a superior school. Scholarships in such cases would be very valuable.

1.—(7.) Judging by recent experiences the demand seems to be coming more equalised. In the past the education of girls has been much ignored, and the need of good secondary schools for them was not so recognised as for boys. Parents have always given the best chance to their boys. The more liberal attitude of the universities towards women during the past 10 or 15 years has had a marked influence on the education of girls.

The higher estimation in which the necessity for the higher education of women at the universities is now held is permeating through all classes downwards, and I do not think there is likely to be any serious permanent smaller demand in the future for Secondary Education for girls than for boys. The "bluestocking" idea has already exploded.

2. *Relation of Secondary Education to Life Career.*

(1.) In many private schools no special thought is given by teachers to the future life career of girls.

The condition of society has so changed that the large majority of girls begin *towards the end of their school career*, or shortly after leaving, to think of getting some employment. Then comes the difficulty. Girls do not, as a rule, show partiality for some

profession at an early age as boys often do, and parents frequently will not admit the probability, even possibility, that their girls must work.

Where a girl shows undoubted talent for some art, *e.g.*, painting, music, singing, &c., parents are not so blind, and in such cases are willing to make sacrifices to pay for special training, looking upon the outlay as an investment of capital.

In the case of boys, a parent, as a rule, advises the teacher as to the special line in which he wishes his son's education directed with a view to his following a certain profession, and, on the whole, the parents' wishes are regarded.

On the other hand, teachers of girls have frequently nothing definite to go upon—the girls attend the ordinary classes, learn the lessons, often with no adequate explanation, and therefore do little more than acquire a certain amount of showy knowledge with no solid foundation. They finish their school career with no definite prospect before them.

Those who have *no special training* become nursery governesses, mothers' helps, clerks, secretaries in a small way. Many expensively educated girls become attendants in shops, showrooms, &c.

Those who are educated with a view to becoming workers, and who, after receiving a good education, proceed to further training, become teachers in schools of various kinds from the elementary to the highest, civil servants, nurses, governesses in families (high class), doctors, dispensers, lecturers in science, nursing, and the domestic arts, art teachers, journalists, and lately a few sanitary and factory inspectors, shorthand, and type-writers.

2.—(2.) In nearly all girls' schools, all the girls in a form do exactly the same lessons without regard to ability, taste, or future work.

A good *general* education must be given up to a certain point, and when a certain point has been arrived at, arrangements should be made in good secondary schools for the girls to attend such classes, and pursue such courses of study as seem most suited to their capacity, or for which they show the greatest bent—*e.g.*, at the university girls take for their special work either the natural science, or historical or mathematical course of study. They do not attempt two or three. Doubtless the difficulty the teachers have is to find out what girls are best suited for, and if conscientious they will do their utmost in the interests of the girls to find this out. Having done this, there would not be much difficulty in arranging for special subjects in a school where special attention to the future well-being of the pupils is given.

[Nos. 1 and 2 should be read together.]

3. *Educational Organisation.*

(1.) and (2.) The differences lie chiefly in the subjects taught and in the staffing.

In a mixed school properly so called, *i.e.*, a school in which the boys and girls are seated in the same class working together, the time table must arrange for separate instruction in certain subjects for both boys and girls, apart from those subjects taught in common, and special teachers must be on the staff capable of taking charge of these special classes.

e.g., *Boys.*—Manual work (carpentry, metal, and other Technical work), also any sciences specially taken by the boys, and such subjects as machine and building construction.

Girls.—Needlework, cookery, housewifery, the science of domestic economy, cutting-out.

In schools where, although *called mixed*, the system is that of a series of classes for boys and for girls from infant classes upwards to 14 or 15 years of age, each class presided over by an assistant master or mistress, the whole under the superintendence of a head master, the subjects are mostly taught by the class teacher, assisted occasionally by visiting teachers, specialists in certain subjects, *e.g.*, drawing, languages. The staff is generally chosen with a view to the needs of each class, and the class teacher is held responsible for his or her own class.

3.—(3.) For many years I was headmistress of a mixed school including kindergarten department and all the Standards I. to Ex. VII. Boys and girls were taught together for all subjects, including drawing, science, and French, and I never found any limit of age necessary. The only subject in which girls were specially instructed was needlework, during which time the boys took extra drawing, geometry, and arithmetic. All the classes were under responsible teachers. Boys and girls can work well together until they are 14 years of age. In such cases good, conscientious, watchful women teachers are necessary. When the boys and girls have passed through a kindergarten, or infant department under the same head, and step upwards, side by side, there are none of the sentimental difficulties which are sometimes urged against mixed schools.

3.—(4.) Unfortunately not very well, particularly in small towns and country districts. The difficulty is not so great in London and large centres. Where scholarships enabling girls to go to a secondary or higher school are gained, it is best to send them to a distance.

3.—(5.) These difficulties can only be met and fairly dealt with by high-minded and well-trained teachers—women who insist upon thoroughness in every subject taught to the pupils, and who make mental culture and a well-formed character the primary objects of the educational system.

Girls so trained will have a good chance of success in whatever their future life-career may be.

3.—(6.) On the whole, it is perhaps somewhat more difficult to get girls successfully through the several stages of education. This does not refer to specially bright girls, who are also physically strong. [On the other hand, girls have not so many difficult subjects as boys, needle-work and cutting out, hygiene, &c. being comparatively simple subjects.]

4. *Cost of Education.*

(1.) and (2.) My experience is that in the majority of cases, the term fees charged for girls in really good schools are very little, if at all less, than those charged for boys. I do not know of any school where the fees are low *consequent* upon the inferior equipment of the school. Of course there are probably many *private adventure schools* upon the equipment of which there has been no outlay whatever, except perhaps for a few forms and desks. In such schools it is safe to say no *education* at all is given, and the fees in such case would be very low. It is scarcely fair to class these as *schools*, they are so hopelessly uneducational, whilst there is little good moral influence over the girls.

Owing to competition, *proprietary* and other schools are sometimes obliged to lower their fees. This may result in lowering the teachers' salaries, and so inferior teachers are employed. This of course re-acts injuriously upon the school.

The number of proprietary schools are very few, and of private schools almost nil, that can complete successfully with the superior education given by expert teachers in a really good higher grade board school, more especially if an organised science school be attached. Such schools charge a fee of about 30*s.* a year, including science and languages.

I know of several endowed schools for girls in London where an excellent education is given, the fees are low, and where the *assistant* teachers are not well paid—or were not some time ago. I am not aware of the amount of endowment of these schools.

[NOTE.—The danger that I notice in the higher grade schools is the tendency to be one-sided in order to earn high grants from the Science and Art Department. The science side is gained at the expense of Latin, the classics, and English literature. The instruction is nevertheless of a high standard.]

4.—(3.) Parents who are well educated and value education are willing to pay as high fees for girls as for boys. So will parents who have decided upon a future employment for their daughters, but a large number of parents look upon the education of girls as being quite secondary to that of boys, and so, though willing to pay the ordinary term fees for the girls, they disapprove of paying for extra subjects, whilst willing to sacrifice much for their boys.

Probably the number of inferior schools for girls may be due to the inability or disinclination of parents to pay as high fees for girls as for boys.

4.—(4.) Yes, I believe so, *e.g.*, county council scholarships technical education—Science and Art Department.

The Education Department pay the same grant for boys and for girls in elementary schools. On the other hand, the grant given to training colleges by the Education Department is less for female students than for males :—

Males, 2 years, 100*l.*
Females, 2 years, 70*l.*

5. *Competition.*

(1.) I should think considerably where there exists in the neighbourhood a really good higher grade or endowed middle school [*e.g.*, The Skinners' Middle School, Stamford Hill, "Mary Datchelor" School, Camberwell, "Grays," Westminster. These are all excellent middle schools for girls.]

5.—(2.) This is without doubt true in a very great measure. Many good private schools have been closed during the revival or establishment of cheap yet efficient schools partly supported by an endowment or the rates (*see* last answer, page 426).

5.—(3.) Yes, this is perfectly true, and the good private schools that remain, sometimes raise their fees.

ROYAL COMMISSION ON SECONDARY EDUCATION.

VOL. VII.

REPORTS

OF THE

ASSISTANT COMMISSIONERS

ON THE

COUNTIES OF SURREY, WARWICK, AND YORKSHIRE;

AND ON

CERTAIN FEATURES OF SECONDARY EDUCATION IN THE UNITED STATES OF AMERICA, AND IN CANADA.

Presented to Parliament by Command of Her Majesty.

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TABLE OF CONTENTS.

INSTRUCTIONS TO ASSISTANT COMMISSIONERS.

INSTRUCTIONS TO LADY ASSISTANT COMMISSIONERS.

		PAGE
MR. JAMES W. HEADLAM	(Surrey)	3
MR. JOHN MASSIE	(Warwickshire)	47
MRS. GLYNNE JONES	(Warwickshire)	103
MR. A. P. LAURIE	(West Riding of Yorkshire)	127
MISS C. L. KENNEDY	(West Riding of Yorkshire)	283
MR. JOHN J. FINDLEY	(United States of America and Canada).	333

N.B.—A detailed Index will be found at the commencement of each Report.

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ROYAL COMMISSION ON SECONDARY EDUCATION.

Instructions to the Assistant Commissioners appointed to make Inquiries in certain selected Districts in England.

Royal Commission on Secondary Education,
6, Old Palace Yard, S.W.

SIR,

IN proceeding to discharge the duty laid upon them of inquiring into and reporting upon the best method of organising Secondary Education in England, having regard to existing deficiencies, Her Majesty's Commissioners have found it necessary to issue several sets of circulars, copies of which are now put into your hands. Of these circulars, one set has been addressed to all Endowed Secondary Schools in England, while others have been sent to all Secondary Schools of every kind in certain selected districts.

The information, chiefly statistical in its character, which the answers to these circulars are expected to contain, will, however complete in itself, be mainly a presentation of facts regarding each particular school, taken separately, and will, in the opinion of the Commissioners, require to be supplemented by an independent view of certain classes of schools, and of their existing relations with each other and with other educational agencies of the same or of a different type.

For this reason amongst others, the Commissioners have decided to send Assistant Commissioners into selected districts to make certain inquiries upon the spot. The district assigned to you for this purpose is_____.

Your duty will be to inquire into and report to the Commissioners on the following points, having regard to the education of both boys and girls :—

1. How far there exists in your district an overlapping of the agencies by which Secondary Education is supplied, as between—

   Elementary and Secondary Schools; and

   Secondary Schools and Local Universities, University Colleges, or Technical Institutions;

   and how far Secondary Schools, intended to be of different types or grades, are, in fact, encroaching upon one another's province or otherwise competing with one another; and what have been the results of such overlapping or competition?

2. The extent to which Secondary Education is in your district now supplied by Proprietary and Private (including Preparatory) Schools, and the effect upon the growth and development of such schools of the existence or state of efficiency of Endowed Schools in the same neighbourhood.
3. What is the actual working and influence of the system of Science and Art grants, particularly in connexion with grants under the Technical Instruction and Local Taxation Acts? (You are not required to procure statistics, as these have already been obtained, but may confine yourself to an examination of the practical effects of the system.)
4. What are the places in which the supply of Secondary Education in your district appears to be most deficient, and in what type or grade of Secondary Education is such deficiency most marked? (You will have special regard to the difficulties arising from sparse population, and want of means of communication; and you will endeavour to obtain and embody in your report a statement of local opinion as to the best method of remedying such deficiencies as are admitted to exist.)
5. What are the causes which have, in some places in your district, led to the decay and inefficiency of Endowed Schools, and what steps can be taken to deal with these causes and restore those schools to efficiency?

You will bear in mind that the main object of the Commission is to propose measures of a practical character for the better organisation of Secondary Education, rather than to frame an exhaustive statement of the existing supply or deficiency of Secondary Schools; and your own judgment will enable you to decide what parts of your district you should select for inquiry into particular points, what schools you should visit, and what other educational agencies you should study, in order to qualify yourself to present an adequate and trustworthy report on the matters referred to you.

While the principal aim of your mission will be to collect facts and ascertain the opinions of those within your district best entitled to speak, the Commissioners do not wish to preclude you from expressing any opinion of your own which your examination of the facts may suggest; nor, though your inquiries should in the main be limited to the points indicated above, would they confine you strictly to those limits, if it should appear to you necessary for the due performance of your work that you should touch concisely on any other cognate educational topic.

The Commissioners consider that your inquiry should be finished within two months, and that you will be able to present your report within a month afterwards.

ROYAL COMMISSION ON SECONDARY EDUCATION.

Instructions to Lady Assistant Commissioners.

It is thought desirable to supplement the inquiries to be made by Assistant Commissioners in the selected districts by some further inquiry on the part of a lady Commissioner, directed to leading points of difference that may exist in the educational organisation required for girls as compared with that required for boys. Special attention is drawn to the following points, information bearing on which is desired :—

1. *Extent and Character of the demand for Secondary Education for Girls.*

(1.) How far have the defects in the education of girls, pointed out by the Schools Enquiry Commission of 1864–1868, been remedied ?

(2.) How far do girls from elementary schools—

(*a*) demand, and

(*b*) make good use of, such education as is at present provided ?

(3.) In what respects, both of number and kind, is the present supply of secondary schools for girls of all classes deficient ?

(4.) In what respects, if any, does the Secondary Education required by girls from the industrial classes differ from that required by boys from the same classes, and in particular would it be proper—

(*a*) to add a technical side to the ordinary school in each grade, or

(*b*) to supply special schools with a curriculum leading up to the practice of the Home Arts and other feminine industries ?

(5.) In the latter case, would the wants of all classes be best supplied, or not, in a single institution ?

(6.) How ought a system of technical education for girls to be organised, regard being had to the varying wants of the different social strata—

(*a*) in urban,

(*b*) in rural districts ?

(7.) Is any, and what, distinct provision for scholarships required to meet the special circumstances of girls ?

(8.) In some districts the demand for Secondary Education for girls seem to be much smaller than it is for boys. What are the causes of this smaller demand ? Are they likely to be permanent ?

2. *Relation of Secondary Education to Life-career.*

(1.) What becomes of the girls trained in secondary schools of various grades, and how far do they, their parents, and their teachers have regard to their future career during the educational course ?

(2.) Are there any peculiar difficulties in the adjustment of educational preparation to life-career in the case of girls, and what appear to be the best ways of meeting them.

3. *Educational Organisation.*

(1.) What differences exist between the provision required for girls and that required for boys in—

(a) the regulations of a school, and

(b) the organisation of a system of schools?

(2.) How ought these differences to be met in the case of schools in which boys and girls are taught in the same classes, or schools where they are taught in classes kept distinct?

(3.) How does the mixture of social classes work in girls schools, especially in small towns and country districts?

(4.) What limit of age, if any, is desirable in schools where boys and girls are taught in the same classes?

(5.) How can the difficulties which arise from the fact that parents often waver between the three views of the object of a girl's education, viz.:—

(α) Marriage,

(β) Preparation for some employment or profession,

(γ) The turning out of a cultivated mind and formed character, be duly met?

(6.) Is the problem, how to enable children to pass through the several stages of education, easier or more difficult in girls' schools than in boys' schools?

4. *Cost of Education.*

(1.) The cost of education for girls being assumed to be less than that for boys, how far is this due to insufficient or inferior equipment of girls' schools, and how far to a lower scale of payment to teachers?

(2.) Are their any facts to show how the smallness of assistant mistresses' salaries affect the quality of the education given?

(3.) Are parents willing to pay as high fees for girls as for boys? If not, how does their willingness in the two cases compare?

(4.) Are local authorities willing to contribute as much per girl as per boy in the distribution of grants?

5. *Competition.*

(1.) How far are girls' high schools suffering from the competition of cheaper schools?

(2.) It is said that in some places such schools have so far improved in the education they give as to make it hopeless for more expensive schools in the same neighbourhood to compete with them. How far is this true?

6. In such places is it the case that girls' schools with high fees *attract parents,* for social reasons?

ROYAL COMMISSION ON SECONDARY EDUCATION.

REPORT

BY

JAMES W. HEADLAM, Esq.,

ON THE

SYSTEM OF SECONDARY EDUCATION IN THE COUNTY OF SURREY.

E 88800.

TABLE OF CONTENTS.

CHAPTER I.

	Page
General Description of the County :—	
(i.) Suburban	3
(ii.) Rural Districts	5
Provision of Education	6
Croydon	8
Kingston-on-Thames	9
Guildford	9
Reigate	10
Farnham	10
Dorking	11
Carshalton	12
New Schools :—	
(1.) Overlapping	13
(2.) Deficiency	13
Other available Sources :—	
(1.) Elementary Schools	13
(2.) Large Public Schools	13
(3.) London Schools	13
(4.) Private Schools	14
(5.) Preparatory Schools	16
(6.) Higher Secondary Schools	17
Intermediate Schools	20
Higher Grade Schools	22
General Summary	24
Rural Districts	25
Surrey County School	26
St. Katherine's College, Bramley	27
Girls' Schools	28

CHAPTER II.

I. Technical Classes :—	
Organisation	30
Finance	30
Buildings	31
Criticisms of the System	32
Results	33
II. Continuation Schools	35
III. Training of Teachers	39
Scholarships	40
County Council and Secondary Schools	41

Report on the System of Secondary Education in the County of Surrey; by James W. Headlam, Esq.

SIR, October 4, 1894.

I HAVE the honour to submit to you my Report on the Secondary Education of the county of Surrey.

It is my duty to acknowledge the ready help and co-operation which I have received from all whom I have had to consult or to whom I have applied for information. I must especially acknowledge the great assistance which I received from Mr. E. J. Halsey, chairman of the Surrey County Council, and from Mr. H. Macan, organising secretary to the Technical Education Committee; they have most kindly placed at my disposal the very extensive information which they possess on the various matters which I had to investigate.

I am, &c.

JAMES WYCLIFFE HEADLAM.

The Secretary,
Royal Commission on Secondary Education.

REPORT.

CHAPTER I.

That portion of the ancient county of Surrey which lies outside the jurisdiction of the London County Council, contains 461,230 acres, and a population of 521,551. Of this, 452,218 acres, and 418,856 persons belong to the administrative county of Surrey; the remainder, viz., 9,012 acres and 102,695 persons, are included in the county borough of Croydon. General description of the county.

The population falls into two classes, suburban and rural.

The first includes all who, though they reside in the county, do their work in London, and also a large number of unoccupied residents. They belong to all classes of society. At Wimbledon is a considerable colony of workmen who go into London daily. At Croydon, Sutton, Richmond, Barnes, Mitcham, Wallington are great numbers of clerks, tradesmen, agents, commercial travellers, &c. In nearly every part of the county are found professional men and men of business. All live near to stations (i.) Suburban.

on the chief lines of railway. They are, as a rule, very mobile; they are attached to no particular town; they take houses on a short lease, and at the expiration of the lease often leave the district. This class is rapidly increasing; they are found not only near London, but even at the extreme range of the county, as in the neighbourhood of Chertsey, Woking, and Oxted. Not a year expires but large estates which have hitherto been used for agricultural purposes are laid out for building. Attached to them are established a large number of tradesmen and working men; they are employed chiefly in the provision trades, building occupations, in printing works, on the railways, as coachmen drivers, &c. These form the bulk of the poorer population in the suburban districts. There is nowhere in the county any important manufacture. The boot factory at Croydon is now being closed. There is, I am informed, some probability that large railway works will be established at Woking.

The population of the purely suburban districts, including the boroughs of Croydon, Kingston, and Richmond, the towns immediately contiguous to these boroughs (such as Surbiton, Merton, Barnes, Mortlake, New Malden), the urban districts of Sutton, Carshalton, Wimbledon, with parts of Chertsey and Woking, is considerably more than half the population of the whole county. This population is contained in a small area, but within this area is very scattered; there are a number of towns varying in size from 2,000 to 30,000, each town stretches out a considerable distance from the centre, and the adjoining towns almost meet. They are all connected with one another by numerous lines of railway. The open ground is occupied by parks, commons, pleasure grounds, or market gardens. Many of the suburban class also live in districts which still remain chiefly rural, as at Redhill, Dorking, and the Caterham district. If we include the unoccupied residents there is no part of the county in which they are not present in considerable numbers.

It will be seen from this survey that those classes which require an education above that given in the public elementary schools bear in this county a much larger proportion to the whole population than is the case in most districts. This conclusion is confirmed by the census return for 1891; in the proportional number of clerks, professional men, and business men, the difference from the adjoining counties is very great. This, while it makes the provision of Secondary Education very important ought also to make it easy. It will also determine the kind, of schools which are chiefly required; they will be generally second grade schools with a first grade top. The age at which children will leave school will be generally higher than in industrial districts. Provision is required (independently of the public elementary schools) for the education from the earliest age. The majority of the pupils will come from all the different grades of the middle class. There is also no reason why the teaching of science should take a more prominent place than (in the opinion of educational authorities) belongs to it

in a well arranged modern school; for the majority of the pupils will not afterwards be employed in occupations in which, as in the productive industries, a special knowledge of science is essential; the best intellectual teaching ought here to be the only thing regarded. The schools ought generally to take the form of first grade modern schools; in some selected schools, however, a classical grade ought to be added.

The great difficulty that will be met with is the very strong social distinction between the residential and villa populations on the one hand, and the local population on the other. This difficulty is the more serious, because it is not one of wealth. It often happens that those who do not desire to send their children to those schools which are used by the local tradesmen, are themselves less easily able to afford to pay high fees, and are obliged, therefore, to use cheap private schools, which are not always very efficient. This could, however, probably be overcome if really good schools were established, and if class distinctions were absolutely ignored by the managers.

(ii.) Rural districts.

Owing to the great extension of the suburban population, the importance of agriculture to the county is certainly diminishing. All who are able to speak with knowledge tell me of the almost complete extinction of the farmer and yeoman class. This is the case not only in the purely suburban districts, but also in the more remote parts of the county. Much land is occupied by large private houses, to each of which are attached parks, woods, or gardens. Some is farmed by the landlords themselves, probably as much for pleasure as for profit. In the neighbourhood of the towns much is used for market and nursery gardening. Large institutions, asylums, schools and hospitals, are removed from London, each occupies a large extent of ground, and gives employment to a considerable number of people. There is also an exceptionally large amount of common and waste land. The census returns give the total number of what may be called the farmer class, including bailiffs and farmers' sons engaged in agriculture, at just under 2,000; the total number of agricultural labourers at about 13,000; those engaged in gardens amount to nearly 12,000.* In Kent, which

* In the registration county, out of a total number of 204,527 males there are over 20,000 who belong to professions in which some form of higher education is necessary, and this does not include local tradesmen or 9,000 "unoccupied." There are over 1,000 Government officials and clerks, 5,594 common clerks, nearly 6,000 others engaged in business as brokers, auctioneers, bank officials, &c. All engaged in agriculture are about 15,500, of whom 2,000 belong to the farming class. These are nearly equalled by the gardeners who number 12,000. Food trades account for nearly 13,000. Other industrial occupations 60,000, of whom 18,000 are engaged in building trades, 14,000 as labourers, and 22,500 in connexion with various forms of conveyance.

The most striking of these figures, apart from the large number of the middle class, is the fact that the number employed in gardens nearly equals that of the agricultural labourers. From the educational point of view this is of most importance, for the common experience seems to be that many of the gardeners are exceptionally intelligent. In the evening classes they are among the most satisfactory pupils. They are much easier to deal with than agricultural labourers.

has twice the acreage and where the population is half as large again, the farmers are over 6,000 in number; in Sussex, which has about the same population as Surrey, they are over 5,000. As an illustration of the causes which lead to the extinction of this class, I may mention that in the more remote parts of the county one may see farmhouses, which a few years ago were occupied by working farmers, converted into gentlemen's residences. To quote from a letter of one who knows the county well: "The number of farmers has, no doubt, very much "decreased in the county, and those who remain are of a much "less substantial type than formerly, and no special provision "for them would seem to be required. The county is becoming "gradually more suburban, and what the auctioneers call its "amenity is fast turning it into a district of villas, all with "more or less land attached, and of public institutions."

The education of the farming class is therefore ceasing to be a matter of pressing urgency. Of those who remain many are very poor, and hold only so much land as they can work themselves. They use the elementary schools. A considerable number are within easy reach of those towns in which there are, or ought to be, good secondary schools, *e.g.*, Guildford, Reigate, Farnham, Dorking, Epsom, and the thick network of railways in the northern part of the county, gives many an opportunity of reaching schools which is not available to the farmers of purely agricultural counties. For some the natural educational centres are the towns of East Grinstead and Horsham, in Sussex. There remain a few who will always be out of reach of any day secondary school; of these I will speak later; but if any special provision were made for their education, it would have to be in connexion with the adjacent counties, in which agriculture is the predominant occupation.*

In the centre of the agricultural disticts are the towns of Guildford, Farnham, Dorking, Reigate, and Godalming. Even in these is a large resident population, which is constantly increasing.

Provision of education.

We can now turn to the present provision of education. In doing so we can omit a large number of institutions which, though situated in the county, have no local connexion, *e.g.*, the Congregational School, at Caterham; St. Anne's Asylum, at Red Hill; the Charterhouse School, at Godalming; the Royal Medical College, at Epsom; St. John's College, at Leatherhead. These two latter receive a few day boys, but the arrangements are not specially adapted for this purpose.

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* A careful study of the map will show how conveniently situated are those towns in which there are schools. They are all important railway centres, and can consequently draw from a considerable area. By the use of bicycles many boys who do not live near a station, would get in to them. The most purely rural districts are Hambledon in the south and the neighbourhood of Cobham: both are crossed by lines of railway connecting Guildford with Horsham and Surbiton.

Boys.

—	Endowments.	Numbers.	Fees.
	£ s. d.		£ s. d.
Kingston-on-Thames :			
Grammar School	373 4 4	140	12 12 0
Tiffin's School	275 17 10	300	4 10 0
Croydon :			
Archbishop Whitgift's Grammar School.	1,500 0 0	350	16 0 0
Archbishop Whitgift's Middle School	400 0 0	350	6 15 0
Guildford :			
Grammar School	176 18 0	100	8 0 0 to 12 0 0
Archbishop Abbott's School	150 0 0	80	2 0 0
Reigate :			
Grammar School	317 1 8	80	8 12 0
Farnham :			
Grammar School	8 0 0	70	8 8 9
Dorking :			
High School	—	50	—
Cranleigh :			
Secondary County School	—	300	45 0 0 (boarders).

There is a Roman Catholic school lately founded at Wimbledon, which has now about 50 boys.

Girls.

—	Endowments.	Numbers.	Fees.
	£ s. d.		£ s. d.
Kingston-on-Thames :			
Tiffin's School	275 17 10	300	4 10 0
Wimbledon :			
Public Day School Company	—	300	9 9 0 to 15 15 0
Sutton :			
Public Day School Company	—	170	„
Croydon :			
Public Day School Company	—	280	„
Surbiton :			
Church of England High School Company.	—	150	6 6 0 to 18 18 0
Guildford :			
Church of England High School Company.	—	100	„
Richmond :			
Church of England High School Company.	—	85	„
Reigate :			
Church of England High School Company.	—	70	„
Carshalton :			
Church of England High School	—	60	6 6 0 to 7 10 0

—	Endowments.	Numbers.	Fees.
Bramley:			£ s. d.
St. Katherine's College - -	—	87*	13 10 0 (day pupils). 39 0 0 (boarders).
Croydon:			
Old Palace Schools - -	—	160	2 0 0
Sutton:			
Kindergarten Preparatory School -	—	40	6 0 0

* 65 boarders; 22 day pupils.

There are Convent schools at Croydon, Carshalton, and Wimbledon.

All these schools are in a state of efficiency, there is none which is not doing useful work. Nearly all the endowed schools have been reorganised within the last 20 years, and the condition of most of them is materially altered from what it was at the time of the Schools Inquiry Commission.

Croydon.

The two important schools under Archbishop Whitgift's Foundation are very prosperous; they appear to give all the opportunities for education to boys that can be required. The buildings of the Middle School are small for the work, but there is, I am informed, a proposal now before the governors for the erection of new buildings. These would probably include a laboratory; at present the boys have to use the laboratory of the Polytechnic, which is only a few yards distant. There are scholarships tenable at the Whitgift Middle School from the elementary schools, and at the Grammar School from the Middle School. These are supplied by the funds of the foundation and by another charity; no money is spent by the town council on this. An increase in the number of those scholarships appears to be desirable. I notice this year that there were 76 candidates for 19 scholarships at the Middle School. Some of the money now spent on other non-educational purposes might well be used for increasing the number of these scholarships.

The "Old Palace School" is a higher grade voluntary public elementary school, under the management of the Church Extension Association. The school is carried on in the interesting and extensive buildings of the Old Palace of the Archbishops. The children are generally the daughters of the lower middle class, tradesmen, agents, travellers, &c., but among them are a few daughters of professional men. This school clearly meets a great want, for in the town there is no other public school for girls between the High School and the elementary schools. In a town like Croydon, a school of this kind, answering to the Whitgift Middle School, is most useful. A proposal was made a few years ago to use the endowments of the Archbishop Tenison's School for this purpose; this is at present a public elementary

school. Although it was supported by the school board, this proposal has not yet been carried out. It has been also suggested that a girls' school should be established under the Whitgift Foundation, but the income available did not appear to be sufficient for the purpose without unduly crippling the boys' school. It is to be desired that a school should be founded either by the use of endowments or by the money at the disposal of the town council, or by both together.

Kingston-on-Thames.

The two Tiffins' Schools are in a state of high efficiency; they afford, according to all accounts, a thoroughly good education to girls and boys of the middle class. The buildings are no longer large enough, but the trustees are going to build a new school for the girls, so that the boys will have the use of the girls' class-rooms as well as those that they now occupy. These schools with the High School and the Grammar School, ought to give all the education that is required for this district.

The work done by the Grammar School requires more consideration; it ought, I think, to take a more definite position as a first grade school than it now does. On this matter I shall speak at length below.

Kingston supplies Surbiton, New Malden, Hampton and Hampton Wick, Thames Ditton, Teddington; many children come from Middlesex; many from Richmond, Wimbledon, and even further distances. This supply will be cut off when schools are founded in these towns, where they are much wanted. It would be an advantage, I think, to the school if fewer boys came from a distance. More vigour in games would be shown, and the moral influence of the school be greater.

Guildford.

The two endowed schools in this town have no connexion with one another. When the Charity Commissioners prepared a scheme for re-organising the Grammar School, a proposal was made for amalgamating the two schools; this excited great opposition, and there is plenty of work for both.

The Grammar School, since its re-organisation, has been made, what in the old days it was not, a school available for the sons of tradesmen in the town. The school buildings, which are old, have been altered, with much judgment, so as to be made suitable; there is a great want of a playground belonging to the school. By the help of the county council a good laboratory has been built. The school is now very popular in the town, it is regularly used by the leading tradesmen, and all seem to take great interest in it and to be proud of it. Not many sons of the professional classes use the school. It ought to be an object of the governors to raise the standard of instruction, so as to make the school more useful for the sons of poorer professional men, who cannot afford to send their sons away to school. This could

be done without in the least impairing the usefulness of the school for the tradespeople.

The Archbishop Abbott's School has not been re-organised since 1855; it takes the place of a higher grade elementary school; it is not under Government inspection. There are 35 free scholars. The school is chiefly used by superior artisans. The school is full, and I am informed that candidates for admission have to be refused. It would be an advantage if the benefit of the foundation could be extended to girls, for whom there is no intermediate school. The whole scheme, in fact, requires reconsideration, it was drawn up before the Education Act of 1870, and before the Grammar School had been made useful for the town. It would, I think, be of more use, taking into consideration the small size of the town and the smallness of the endowment, if it was made a regular Higher Grade school, to which children of both sexes could be drafted after they had completed the regular course in the elementary schools. It would thus form a proper continuation to the elementary schools, for those children whose parents could afford the fees and did not at once require their children to go to work. The free places would be of great use to promising children of poorer parents.

Reigate.

This school has been reorganised under a scheme of the Charity Commission, so arranged as to put a good education within the reach of the town. This is now done. It is, however, so I am informed, not so well supported in the town as might have been expected. Of the 90 boys there are about 15 boarders, 13 foundation scholars and other county council scholars. A few of the boys go away afterwards to the large public schools; the boys belong to all classes. There are private schools at Redhill, and boys go up to London to school. There does not appear to be anything in the management of the school, or in the instruction given, to justify or explain any discontent with it. The numbers, however, are not as large as they ought to be in a town with a population of 24,000, especially as there is no school to compete with it, except private schools, and as nearly all the Scholars come from public elementary schools. The High School, also, is making its way slowly.

Farnham.

The endowment of this school is only a nominal sum. It was for a long time carried on almost as a private school by the present master with much success. The county council have now supplied the money for new buildings, and given in other ways great help to it. It appears to give the education that is required to the tradesmen in the town and to the farmers of the immediate neighbourhood. Owing to the hop industry farming

is here a more important occupation than in other parts of the county.

There is much want of a girls' school of similar grade. There is not a large enough wealthy population to cause any demand for a first grade secondary school. Schools are probably wanted at Aldershot, which, though in another county, is close to Farnham; apparently not many boys come to Farnham School from Aldershot though many come greater distances.

Dorking.

The school at Dorking was originally a private school, but the headmaster received a guarantee from Lord Ashcombe that his income should not fall below a fixed sum. The school was carried on at first with some difficulty. It is now housed in a large building which was originally intended for a workmen's institute. This seems well adapted to the purpose of a school; the rooms are large, well lighted, and airy; it is surrounded by an ample yard, and it is close to a public common which is used for school games. The support of the county council has greatly strengthened the school.

The general opinion seems to be that no further school is required at Dorking, and that a girls' school would not succeed there. There is no education for girls except that given in private schools. The town is small and the social distinctions are very strong, not only between the residents and tradesmen, but also between different classes of tradesmen. The High School is only making its way slowly. A school for girls will be wanted here eventually, but it would not be wise to establish any before there is more desire expressed.

Carshalton.

The history of the school at Carshalton is similar to that at Dorking. It was governed by a local committee, and carried on at a loss. It is now to be supported by the county council, removed to Wallington, and enlarged.

Many of these schools receive considerable assistance from the technical education committee of the Surrey County Council. An account of this has been already given to the Commission. Shortly stated, the help takes the following forms:— County council aid.

1. Building grants at Farnham.
2. Grants for laboratories at Reigate, Guildford Grammar School, the Tiffin's Schools, Dorking and Farnham.
3. The salary of a science master.
4. The provision of the services of two visiting masters for modern languages.

The effect of this help has been extremely valuable, especially in schools like that at Dorking and Farnham, which had little or no endowment. In the other schools, also, every one is agreed that the help has been of great service.

The conditions on which it is given are also advantageous to the schools; they are:—

(1.) That representatives of the county council have a seat on the governing body. This in itself is a great gain; it gives, what is much wanted, variety to the composition of the governing body, and the new governors are likely to be a support to the headmaster.

(2.) That the county council scholars be received in the schools. This, too, is on the whole an advantage to them; the addition in numbers is important and useful, and there seems to be no very serious difficulty in arranging the work of the scholars.

(3.) The county council has the right of inspection. This power ought to be in the hands of some public body which is directly concerned with the whole of Secondary Education, and not only of the commercial and technical subjects.

As a matter of fact, the county council do now act as a board of Secondary Education for the county, and their grants are always made in such a way as to help the general efficiency of the school. Owing to the care with which the work is done, no ill results have hitherto arisen from the present rather anomalous system.

The arrangement by which the visiting masters of the county council help in the teaching of modern languages is not so satisfactory. Their position is anomalous: they are appointed and paid by the county council; though they give lessons in the schools they are no part of the regular staff. It is easy to perceive that serious inconvenience might arise from this; at present it has been averted by the general good will which prevails, but the arrangement is not one that would be satisfactory for a permanency. If the income of the schools will not allow the payment of a sufficient salary to supply first-rate teaching in their subjects, it is indeed most important that this should be remedied. In schools in which, as in these, the study of classical literature and language is not advanced, it is quite essential that the modern language teaching should be the very best that can be given, but this can only be done by having a permanent first-rate master on the staff. Lectures given once or twice a week by teachers whose work is in no organic connexion with the preparation in the lower forms cannot be more than a makeshift. The present arrangement is owing to want of funds; the necessity for it shows how much some of these schools suffer by their small resources. The visiting masters have also on their hands the whole education in modern languages given in the technical classes; the staff is certainly insufficient for the two purposes.

New schools.

The county council have also plans for the establishment of new schools for boys at Richmond, at Merton (for Wimbledon), at Egham, Chertsey, and Sutton. These schools will go a long way towards meeting the very serious deficiency of education that there now is. The funds available are partly the contribu-

tion of the county council for building and maintenance, partly contributions of the local authorities, as at Richmond, and partly charities now used for other purposes, as at Merton, Egham, and Chertsey. So far as I am able to judge, the work is being done with skill, vigour, and discretion; the county council seems perfectly able to cope with the problem here. On the other hand, it is certainly undesirable that the duty of founding secondary schools should rest with a body whose primary duty is the provision of technical education; in Surrey secondary education is much more important than technical, and it would be much to be regretted that people should get into the way of thinking that this general training was an accidental appendage to instruction in natural science, mechanics, or "commercial," French and German. The council itself appears to be doing its best to overcome the difficulty of the situation in which it is placed, but there cannot be any security that the present broad and generous policy will be continued so long as the present legal restrictions as to disposition of the money are maintained.

(1.) Overlapping.

It follows from this examination that there is no place in which Higher Grade elementary schools or university colleges compete with secondary schools. There is only one Higher Grade school, and no university college. Higher education is naturally provided by London institutions and the Holloway College for Girls.

(2.) Deficiency.

The present supply of public day Secondary Education for boys does not accommodate more than 1,500. Of this accommodation more than 1,000 is situated in the two towns of Croydon and Kingston. A considerable number of the boys at Kingston come from the neighbouring county of Middlesex, where there are no good schools. Boys go to Croydon from the neighbouring towns, *e.g.*, Sutton and Epsom, but it is not certain that this accommodation will always be open; for a clause in the scheme under which the schools are worked orders that if the schools are full Croydon boys have the first claims to admission. The Middle School is now more than full, and the Grammar School almost full. It follows, therefore, that at present there are schools available for only a very small minority of the residents in the county.

Other available resources.

This deficiency will be to a great extent remedied when the county council schools are established.

This deficiency is made good at present in several ways:—

(1.) Elementary schools.

(1.) A considerable number of boys go to the elementary schools who would probably avail themselves of higher schools if they were there.

(2.) Large public schools.

(2.) The richer residents send their sons to the large public schools and to the expensive private schools which prepare boys for public schools.

(3.) London schools.

(3.) A very large number of boys go into London, to Dulwich College, King's College, St. Paul's School, the Merchant Taylors' School, the City of London School, and the Emmanuel Schools at Wandsworth. These schools really supply, to a great extent, the wants of many

of the inhabitants of Richmond, Mortlake, Wimbledon and the other nearer suburbs. Boys also go from a greater distance, as from Red Hill, but in much smaller numbers. Many of the parents who send their children to London would probably be glad to save the expense and time spent on the railway journey. The high reputations of these schools will, however, always cause them to be used by a considerable number. With the exception of the Emmanuel Schools, at Wandsworth, these school do not meet the wants of the poorer members of the middle class; to them the expense of the railway journey would also be almost prohibitive.

Generally speaking, it cannot be considered a satisfactory plan that boys should go in from the country to schools such as King's College or Westminster, which are situated in the heart of the town.

Schools in a position like St. Paul's and Dulwich College seem to meet the wants better, for they are equally accessible from the town and country. If there was a school of this kind at Wimbledon it would almost entirely meet one of the chief deficiencies to which I shall have to call attention, viz., that of first grade schools.

(4.) Private schools.

A very large number go to private schools.

It is difficult to form an estimate of the exact numbers. For boys under 12 years of age they have, in most places, almost a complete monopoly; above the age of 12 the numbers decrease rapidly, and few boys over 16 would be found in a private school.

In Kingston-on-Thames and Surbiton I have the names of nearly 30 private schools: of these 13 are for boys; yet Kingston is the one district where the supply of higher education is adequate, and a large number of schools have lately been closed there. Most of the schools here are small, and the majority are for quite young boys. In a town such as Godalming or Woking, nearly all the boys who receive any Secondary Education have it in a private school: at Sutton, besides smaller ones, there are two important private schools, which, together, have over 100 boys; at Epsom there are several small schools. Guildford has a private school, receiving boarders, which competes with the Grammar School. Wimbledon and Richmond support a large number; one master is just building new premises to accommodate 200 boys.

Of the private schools we may notice several varieties:—

(1.) Expensive schools which prepare for the public schools; these are generally boarding schools, and do not depend on the local connexion.

(2.) There are a few well-established schools, receiving both boarders and day boys, which give what is called a commercial education; the ages of the boys vary from 8 to 16. Some of them have extensive buildings and playgrounds; they prepare boys for the examina-

tions of the College of Preceptors, the Oxford and Cambridge Local Examinations, and the examinations which boys have to pass if they wish to be solicitors, architects, &c. Some of them profess not to receive sons of tradesmen, others admit all. The boarders, as a rule, come from the district. These schools would probably be ruined by the universal establishment of good public secondary schools. In some cases they are now doing very useful work, for they give the only opportunity of education to boys who would otherwise have to go to very small schools.

(3.) A large number of schools are held by certificated teachers who formerly were engaged in public elementary schools. It is a common thing for a schoolmaster to give up his situation and start a school on his own account in the same town, using the connexion he has formed to get pupils. Many of them prosper: the education given is on the lines of the elementary schools but continued higher. In some places these schools are of considerable use. They would be much affected by the establishment of intermediate schools, but, unless a special preparatory department was made, would be able to hold their own by preparing the younger boys.

Besides these there are a large number of very small schools, often taught by ladies, for quite young children.

It is impossible to form a just opinion as to the education given in these schools. The individual successes in examination are no criterion. The masters of the schools to which the boys go afterwards have often spoken to me of the bad preparation which the boys have had before they come. In the case of the best of the schools it would probably often be possible to make an arrangement by which the school was taken over by the local authority and the master retained at a fixed salary. One of the most frequent causes of inefficiency is, I believe, the great competition among the schools; this makes it difficult to get enough boys at a reasonable fee to carry on the school. I have often wondered, after seeing a school, how it was possible for a master to make a living out of it.

I have myself only visited the larger schools; of these some have adequate accommodation; a few have large buildings erected for the purpose; some consist of a private house with a schoolroom built out behind; in one or two which I have seen the accommodation was very insufficient.

One of the chief reasons why some parents prefer private schools seems to be that the boy can receive more individual attention, and the parent can exercise more control over the apportionment of time to various subjects. A private schoolmaster will, of course, disarrange his course to suit the requirements of a single boy more readily than would be done in a public school.

We can now define more clearly the particular parts in which deficiency is most serious.

(5.) Preparatory schools.

The arrangements for the education of young boys is insufficient and unsatisfactory. The supply open to those who do not use the public elementary schools is of very uncertain quality. It is indeed maintained by many that the public elementary schools supply all that is needed. The experience of those masters (and mistresses) whom I have consulted is, that the teaching given in their schools is a satisfactory groundwork for Secondary Education, supposing the children leave sufficiently early. In Surrey, however, they do not do what is wanted: here, as a matter of fact a large number of parents of small means will not use them; they prefer to send their children to a, perhaps, indifferent private school. There are exceptions to this: they are chiefly found in those voluntary schools which belong to the Wesleyans, to the Roman Catholics, and in the British schools. Those boys who do go to the elementary schools generally stay too long for them to be moved to a secondary school with advantage. There is undoubtedly a great demand for really good schools at moderate fees, which would be attended by all those who can afford to pay fees, but cannot afford the very expensive private boarding schools. As an illustration of the need for this, I may mention that the headmaster of the Kingston Grammar School has publicly dwelt on the preparation of boys for public schools as an important part of his work, and as a matter of fact this is done by most of the grammar schools.

It would be much to be regretted were the chief energies of the grammar schools to be directed to this; it would seriously impede the higher work. The average age is, in many of these schools, much too low, a sign that they do not meet the demand for higher education. On the other hand it would be of the greatest advantage if there was attached to each of the endowed or public higher secondary schools a preparatory school; while it was part of the institution and under the same governors, this ought to be under a separate special master, in a separate building, with a separate playground. The great object in this district must be to make the schools of such a kind that they will draw from as many classes as possible. A good preparatory school would probably be supported by many who intended afterwards to send their boys away to school, and also by those whose sons would continue their education in the district. Classics would have to be taught but would not be compulsory. There is, I believe, a school of this kind attached to Dulwich College, while the Surrey County School has one for quite young boys. This system seems preferable to that of having merely a preparatory department in the school.

Schools of this kind would, however, not supply all that is wanted, for there are many towns in which it would not be desirable to establish higher secondary schools, in which, how-

ever, there would be a demand for a preparatory school. Young boys cannot be sent with impunity to schools at a distance so well as elder boys. Older boys may go from Wimbledon to Kingston, or from Woking to Guildford, or from Dorking to Reigate, when younger boys could not. In a county where there are so many towns of moderate size lying so near to one another, each higher school might draw from several towns, but in many of these subsidiary towns there ought to be preparatory schools of the same kind and doing the same work as the preparatory school immediately attached to the grammar school. We should then have in a few selected towns higher secondary schools, and in the neighbouring towns a number of schools preparing boys both for this school and also for the large public schools. The management might be entrusted to a local committee, but it would be necessary to secure adequate representation on it of the governors of the neighbouring grammar school.

This would, I believe, meet the wants of a great number of parents. I do not think that the establishment of these schools would be popular; they would be opposed by many who are interested in the elementary schools, and also by the private schoolmasters; moreover, great care would have to be taken in order to avoid the suspicion, so easily aroused, that schools of this kind were to benefit a certain class at the expense of others.

These preparatory schools are wanted for the boys who afterwards go to the higher secondary schools (*i.e.*, schools with a fee of 10*l.* and upwards), and do not seem wanted for the schools with fees about 5*l.* In these the boys leave earlier and naturally go earlier. For them also, the elementary schools give a satisfactory preparation. In the higher schools, on the other hand, where boys stay till they are 17 or 18 either the boys come very young, and thus the difficulty of management and organisation is much increased, or they come late, after being often badly prepared at private schools.

If the higher secondary schools were relieved of all responsibility for younger boys, it would probably be easier to concentrate the teaching on the elder ones, and to maintain a high standard. The work of all schools would be much helped, if it was possible to ensure that the majority of boys came to them properly prepared.

(*b.*) Higher secondary schools.

This leads us to another deficiency. With the exception of the Grammar School at Croydon, there is not in the whole county a single day school which normally gives a really first grade education. In all the schools the boys leave at 16 or 17, in most of the schools they are required to do so by the scheme. The standard is generally set by the University Local Examinations. Greek, if taught at all, is taught as an extra subject, and I do not gather that the exceptional excellence of the modern languages makes amends for the disuse of classics. Science was weak, but it is being much helped by the action of the county

council. The teaching is probably satisfactory of its kind, but it is in every case of the nature of an intermediate education. It is a natural result that none of these schools attract the sons of those parents who most value a good education, or who wish their sons to be educated for the learned professions. I do not think that any one of those schools would be used by a Government official, a clergyman, a barrister, an officer, or a medical man, with confidence that his son would there receive the education best adapted to prepare him for admission to his own profession. Now in many counties this may be a matter of small importance, it cannot be considered so in Surrey.

To make the schools really successful they must not be too small; size can only be maintained if they are attended by boys of all classes who can afford it. Is it not a waste of power that there should be a good school at Guildford (to take a single instance), a school where small endowments make it necessary to have as large an attendance as possible, and yet that the son of a poor professional man living in the town should not be able, with full satisfaction, to make use of the school till it is time for him to go to a place of higher education? There must be in the county several hundreds of this class who would greatly welcome schools of this kind; were the schools here, many more would settle in the neighbourhood. What is wanted is that some of the schools should be organised, so as to be of use to these, as well as to those who now chiefly use them. At least in one or two of the centres there ought to be a first grade school.

Kingston Grammar School.

The case of the Grammar School at Kingston-on-Thames is a particularly strong instance. It is in the centre of a large population; it is within easy reach of Richmond and Wimbledon, as well as Twickenham and other places in Middlesex. There is no public higher secondary school nearer than Hammersmith, for the school at Hampton is at present in difficulties. There can, I think, be no doubt at all, that, if there were a thoroughly good first grade school here it would be very largely attended. There is in the same town, and part of the same foundation, a very prosperous school at low fees; the Grammar School is therefore relieved of a good deal of work which might be difficult to join with higher work.

Notwithstanding all these advantages the school is not able to take a leading place; it is commonly said by the advocates of the Tiffins' School that the Grammar School is in no way a place of higher education; that the difference between the schools is really only social, that the boys stay a year or two longer, but do not learn more. This view may be exaggerated, but the fact that it can be maintained with some plausibility points to a great defect. It is clear that the Grammar School prepares boys for similar examinations; that a large proportion are young; that it sends few to the universities. It cannot be said that it does all that would be expected of it.

I will here quote some parts of a letter from the Rev. J. B. Mayor, Litt.D., one of the governors of the Grammar School.

"In accordance with your wish, I will try to give a sketch of the kind of development which seems to me, as one of the governors of the Kingston Endowed Schools, most to be desired for our upper school, the Queen Elizabeth's Grammar School. Our two lower schools (Tiffin's Boys and Girls) are doing excellent work, which is much appreciated in the neighbourhood, but the Grammar School has not yet succeeded in establishing itself on the same firm footing, partly, I think, because it has not yet hit upon its true line of development. The present headmaster has raised its numbers, in about 10 years, from 23 to 130. The great improvement in the position of the school shows that there is a demand for a higher education than that given in the Tiffin's School, though the competition of the latter becomes every year more serious, especially since the grants and scholarships given by the county council in aid of technical education has been confined to the encouragement of natural science, which is the speciality of Tiffin's School.

"The distinction between the two schools rests—

"(1.) On the difference of age, Tiffin's being limited to 16, the Grammar School to 18, with power reserved to the governors in each case to overstep the limit where they may see special reason for so doing.

"(2.) Difference in fees—12 guineas at the Grammar School, 4*l.* 10*s.* at Tiffin's.

"(3.) Social status, Tiffin's being mainly filled with the children of the smaller tradesmen and superior artisans, the Grammar School with the sons of professional men and of the larger tradesmen. Some of these are, however, now being attracted to Tiffins' by the county council scholarships and the advantages in the way of natural science.

"(4.) The course of instruction. In the Grammar School Latin is compulsory on the classical side, which is at present more popular than the modern side, as having more prestige about it. Greek is optional; at present there is only one boy who takes it Neither Greek nor Latin is included in the Tiffins' course. Again, modern languages and mathematics are carried further than at Tiffins'. I think, however, that the encouragement given to natural science at the latter, and the efficiency of the teaching within the prescribed limits of the course are very much appreciated by parents, and that many who now send their sons to the Grammar School would prefer to have them educated at Tiffins' if it were not for social reasons.

"It seems to me that if the Grammar School is to hold its own it must modify its course, so as to provide an education which will supply the needs of all the residents above the smaller tradesmen.

"Taking, first, the professional class, who now send their sons first to preparatory boarding schools and then to the great public boarding schools, I think many would prefer a day school for their boys at all events until they could send them to a public school, at the age of 14 or thereabouts. I should propose to meet the wants of this class by providing (1) a lower school, under the management of a lady, for little boys, and (2) by directing the course of instruction on the classical side of the Grammar School with a view to winning scholarships in the public schools. It is probable that if boys of this class were sent at an early age to the Grammar School, and if they found that they could be trained there for the university, many of the less wealthy, if they failed to get scholarships at the public school, would continue at the Grammar School till they went up to the university, especially if leaving exhibitions were founded by the county council or some other body."

Dr. Mayor then proceeds to discuss the curriculum to be adopted on the modern side, and contends that the education in modern subjects ought not to be chiefly scientific, but should be based on modern languages. I agree with him that if in this and other schools the same stimulus were given to the other subjects that is now given, in most of them, to natural science, if first-rate teaching were provided, if the same generosity were displayed in providing the accessories to a humanistic education that is now shown in building laboratories, the usefulness of them would be much increased.

The position of the grammar schools at Reigate and Guildford is not so favourable, the population is not so large, and in these towns there is no intermediate school; the range of usefulness must, therefore, be more extended, and probably the standard remain lower. But what I say of Kingston will to a great extent apply also to them.*

(i.) Poverty.

There seems to be several reasons for the present condition of these schools. The first is, the smallness of the endowments. The action of the county council in devoting money to the salaries of the teachers is, therefore, most useful. If the schools were richer, probably the failings of which I speak would quickly right themselves.

* I particularly wish to guard against the supposition that I desire to pass any comment on the teaching in these schools. I have no reason to suppose that it is not satisfactory so far as it goes. The difficulty that has to be overcome is one which is common to them and all other higher schools in which the teaching has ceased to be purely classical. The best remedy will be the increased attention given at the universities to the teaching of modern languages, history, and similar subjects.

In the case of Kingston at least, the fees might be raised slightly, say to 15*l*.

(ii.) Nature of the teaching.

There is, however, another reason. These schools, as so many others, are really in a state of transition. The education used to be purely classical, it is by degrees being made modern, and I do not think that sufficient thought and care has been expended on working out all the necessities of a modern education. In the old days, when the education was classical, the schools were of little or no use to the town. Unless the headmaster could attract boarders the schools almost disappeared; that at Guildford was at one time without any scholars, except the free boys. It was rightly decided, when the schools were re-organised, to give more opportunities for learning other subjects; that has been done, the result has been fairly satisfactory in increase of numbers. At Guildford the school is now very popular in the town, all the tradesmen use it, and are proud to do so. I cannot, however, help thinking that in the re-organisation of these schools, two different matters have been confused, viz., the alteration in the subjects of instruction and the general lowering of standard. By depriving classics of the predominance, by providing for teaching in English subjects, modern languages, the natural sciences, and by giving more time to mathematics, the schools were at once made useful to the tradesmen. I see no reason why in these subjects the highest standard should not be attained, and why the teaching should not be of such a kind as to attract the sons of other classes as well, many of whom desire a modern education for their sons; if this was done, the schools would be more, not less, useful to those who now chiefly use them.

(iii.) Composition of the governing bodies.

There is a third reason. The governing body of many of these schools consists chiefly of nominees of the local authority. The residential and villa population take little part in local affairs: and are not favourably disposed to a school which is almost entirely in the hands of a class with whom they have little sympathy.

It is for this reason that the presence of the representatives of the county council on the governing body of these schools is so valuable, and that the increase of the co-optative element is desirable. The present form of local control is likely to increase and not diminish the social division in education.

The example of the girls' High schools is very instructive on this point. In a town like Wimbledon, a town in which the social distinctions are very marked, the High school for girls is supported both by the residents and by the tradesmen, and I am told that no difficulty occurs. There are cases of course in which parents say they would send their girls if the fees were higher. Generally speaking, however, the social distinction is not one of wealth; many of the residents are less easily able to spare the money for the fees than are the local middle class.

The reason for this characteristic of some of these schools seems to lie in two facts:—

(1.) The high educational standard mentioned, and the reputation of these schools, which aim at giving girls the most complete education that is to be had.

(2.) The complete absence of local control. The governing authority has no knowledge or cognizance of the existence of social grades; they offer a good education to those who are willing to pay for it, and parents of all classes are glad to avail themselves of that opportunity.

Similar results ought to be possible for the boys; they could, I believe, be attained if the education in the schools was (in the subjects taught) quite first grade, and if the co-optative element among the governors was made stronger.

The difficulty is a greater one in boys' schools, because their school is a more absorbing element in the life of boys than of girls; there is naturally more association out of school, and parents fear that the boys will readily adapt themselves to the language and manners of the less refined, a fear for which there is apparently less cause in the case of girls.

(3.) Intermediate schools.

There is also a great deficiency in the provision of schools for the poorer members of the middle class and the well-to-do artisans. This will be, to a great extent, supplied by the new schools which are in process of formation, which will, I gather, generally be schools of the grade of the Tiffins' School or Kingston, *i.e.*, with fees of about 5*l*.

The vigorous action of the county council in dealing with the established schools and in supplying new ones, has of course, in a few places, caused a little local jealousy; this is, as has been explained to the Commission, specially directed against proposals for dealing with local charities. In the few cases in which I have come across this opposition personally, I have been generally able to trace it to misconception of the purposes of the council or to other causes which do not seem to require much consideration. It is quite clear that the schools are urgently required, and the county council is the only public body which has vigorously undertaken the work. They always insist on local co-operation, and the management of the schools would be entrusted, under their supervision, to a local committee. I have nowhere come across any other suggestion for doing the work. So far as I am able to judge, the whole action of the county council in these matters shows that, as at present constitued, it would do the work with great vigour and with real knowledge and interest in educational matters.

Higher grade schools.

There are some towns which require special consideration, those, namely, which are not large enough to support a secondary school. In them the tradesmen and well-to-do artisans send their children to the elementary schools; a few, but not

the majority, to private schools. They could afford to pay fees, and to keep their children at school for a longer time than is profitable at an elementary school. The experience of the technical classes, shows that boys who have been at the elementary schools forget very quickly almost all that they have learned. It is certainly desirable that provision be made in their case to enable them to continue their education longer. Evening continuation schools are better than nothing, but they do not really meet the case of those children who are able to go in the day; what is wanted, a regular secondary school being *ex hypothesi* impossible, is a continuation day school; a school to which children would be drafted from all the elementary schools in the town; one in which the education would be directly based on that given in these schools, and adapted for the needs of those who had completed their course there, and to which no child should be admitted unless he had reached the required standard. Higher grade elementary schools are now confined to large towns: there they, perhaps, compete with secondary schools: they seem to be more wanted in small towns in which it is not possible to establish a regular secondary school.

It was at Godalming that this was suggested to me. Here the son of a tradesman or of a farmer, who cannot afford to send his child to Guildford and does not wish to keep him at school after he is 15, would be much benefited by a school of this kind, in which work which is now sometimes done by the teachers of elementary schools or by private schools, could be carried out more effectively. The parents could afford to pay moderate fees, the work could easily be undertaken by the school board, or in those towns (as at Godalming) where there is none, by arrangement among the managers of the elementary schools.

It would, I think, even be a great help to higher education if this could also be done in those larger towns where a single secondary school is established. Take, *e.g.*, the case of Guildford or Reigate. The grammar school has to do the whole work for the boys and the High school for girls; now a school can probably give what is called a first grade and a second grade education; it could also give a second grade and a third grade: it cannot give all three, and if it attempts to do so, either the top or the bottom will be neglected. There is probably no supply for a full intermediate school besides the grammar school. If there was a higher grade elementary school to undertake the third grade education, the grammar school could be free to do the other work, and all requirements would be satisfied.

At Guildford this is now done to some extent by the Archbishop Abbott's School. As I have already said, some slight alteration is wanted in the organisation of this. What I should suggest is that it should be made avowedly a finishing school to the elementary schools; that it should be put under public inspection; that no child should be admitted till it had passed a requisite examination. This would be a very proper use for the

endowments of this school. In towns where there was not an endowment a school of this kind might fairly be helped from any fund out of which grants were made in aid of Secondary Education, for it would not be right in the smaller towns to throw on to the rates the cost of that intermediate education which in larger and more prosperous places was paid for in other ways.

The advantage of this scheme would be a great help to organisation; an intermediate school at Guildford would have, perhaps, 100 boys of all ages from 8 to 15, many of whom would enter it when they were 12 or 13. A school of the kind I contemplate would have, perhaps, fewer pupils, but they would all be of the same age and of the same standard; they would come to the school at the same time and leave at the same time; this would be a great help in the internal management and a great saving of expense. It might be carried on with advantage in a town where not more than 30 boys attended. It would not interfere with local scholarship arrangements, for boys who had won those scholarships would not attend. There could be a class for girls as well as for boys. The free places which there now are would still be a very valuable help to poorer children from the elementary schools, who did not win scholarships at the grammar school.

General summary.

To sum up the requirements of the district: In the large centres of population there is need for a lower secondary school with fees of about 5*l.*, a higher secondary school, and a preparatory school attached to it. At Kingston and at Croydon there is this provision (with the exception of the preparatory school). The general opinion seems to be that in the other larger centres, *e.g.*, at Richmond and Wimbledon, it would be impossible to maintain the complete system.

In those centres where the two grades cannot be established there ought to be either a lower grade or a higher grade school. Attached to each higher grade school a separate preparatory school; in some of those towns where there is no higher grade school, *e.g.*, in Epsom, Leatherhead, Caterham, perhaps Oxted, there ought to be a higher grade preparatory school. Lower grade schools do not require preparatory schools. The very peculiar distribution of population will make it easy to place these schools in such situations that the boys in a town where there is no school of the grade they require can go over by train to other towns. It would be important to establish higher grade schools for boys in those towns in which there are also high schools for girls, for a great number of the inhabitants would choose the town in which they lived, because of the educational opportunities in it. It must always be remembered that a large proportion of the population are not tied to a particular district. Thus, there might be at Sutton a High school for girls and a higher school for boys; at Wallington, lower grade schools for girls and boys; boys and girls of each class could easily go over

from Sutton to Wallington or from Wallington to Sutton; and the schools would serve all the neighbourhood. In the case of Richmond and the district, Wimbledon, and Mitcham, a system of this kind would have to be carried out in careful co-operation with the system in London. I should be inclined to think that both Richmond and Wimbledon might be made important educational centres for the nearer parts of London. It appears to be more natural for boys to come out of London to school than to go into London. Again, Farnham and Aldershot cannot be dissociated. The time will probably soon come when low-fee'd schools for boys and girls will be wanted in Woking; then either at Chertsey, Egham, or Staines there ought to be higher schools. In those towns in which there is no secondary school, or in which there is only a higher school, and which are not near a town in which is a low grade school, *e.g.*, Godalming, Caterham, Redhill, there ought to be a higher grade elementary school, both for girls and boys.*

Rural Districts.

In that part of the locality which lies to the south of the South Eastern line of railway from Guildford to Redhill, and in the south-eastern district of Godstone there is no school at all. As I have already explained the rural population is not large, and for many, Horsham and Grinstead, in Sussex, are the most convenient centres. Neither Godalming nor Haselmere seem at present to require a school, except as I have stated, a higher grade elementary school, at Godalming. In the neighbourhood of Purley, Caterham, and Oxted is a growing population; schools will probably be required here soon. I gather that it is as yet too soon to decide which would be the best centre in which to establish them.

It will be convenient here to give some account of the two schools which have specially been designed to meet the wants of those to whom boarding schools are necessary or desirable.

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* The following is a list of the districts where the deficiency is most marked :—

Wimbledon.—No provisions for boys; a school here would be within reach of a large part of the southern suburbs. This will be, perhaps, supplied by the new school at Merton.
A cheaper school for girls than the High school seems wanted here or in the neighbourhood.

Richmond, Mortlake, Barnes } A school for boys. Cheap school for girls.

Farnham.—Cheap school for girls

Egham, Chertsey } School for boys and girls.

Mitcham, Wallington, Carshalton, Sutton } One cheap school for boys, and one higher school. Perhaps also a cheap school for girls at Mitcham besides that at Wallington.

Leatherhead, Dorking } School for girls.

Caterham, Purley, Oxtead } School for boys and girls.

Croydon.—Cheap school for girls.

Surrey County School.

The Surrey County School, at Cranleigh, was founded in 1865, the site and buildings were provided by subscriptions in the neighbourhood. The buildings have since then been added to from time to time. The site is an extremely good one. There is no endowment beyond this. The school was intended to give an education suitable for farmers and others of the middle class, and was to be organised as far as possible on public school lines. It is a Church of England school; all masters are required to be members of the Church of England and boys are not exempted from religious instruction.

The numbers of the school rose quickly and have ever since been maintained; there are now nearly 300 boys in the school, nearly all of whom are boarders. It lies in a thinly populated district and day boys are never likely to be a large element in it. Attached to it is a preparatory school under separate teachers and situated a few hundred yards from the main building.

It is noticeable that of the boys in the school a small proportion, not above 30 per cent., come from the county of Surrey; a large number came from London, and many from other parts of England. They are the sons of professional or of commercial men. It has, in fact, practically ceased to be a "local" school.

One of the chief reasons for this is, that the class of farmers, whom this foundation was especially designed to benefit, has almost disappeared. It may safely be said that if this school had depended on them it would long ago have ceased to exist. It is also to be remembered that if a boy is sent away from home at all, there is no reason why he should go to a school in his own county unless he has special privileges in it. (There are no special privileges for Surrey boys in this school.) It would in fact, often be much better that he should go away to some distance and mix with boys of other habits and of other districts. A boarding school for a special class in a special district must always have a very precarious existence.

There are, however, if not in Surrey, at least in Kent, Sussex, and Hampshire, a very large number of tenant farmers. I do not find that they use the school to any great extent, nor do the few well-to-do farmers in Surrey. I have come across cases where boys are sent by preference to a large private school near Guildford. There is no reason to suppose that the religious restrictions have anything to do with this; the farmers in the south-eastern counties are, I believe, generally members of the Church of England. The real reason is probably that the teaching has not been adapted with sufficient care to that which farmers desire. I find, *e.g.*, that little attention is paid to the natural sciences; there is no sufficient laboratory. The chief teaching in the school is classical, though modern languages and mathematics are also taught. There is in the curriculum nothing especially to attract a farmer to use this school more than any other. Like so many other schools, they have not yet overcome all the difficulties of organising a modern education,

difficulties similar to those to which I called attention in dealing with the grammar schools.

So long as the school is conducted on the present plan, I do not think that there is much probability that it will draw boys from this class. This does not prevent it doing very valuable work among others, and it is undoubtedly of great use in giving to many who could not otherwise afford it a good education on the lines of a public school.*

St. Katherine's College, Bramley.

The St. Katherine's College at Bramley is a school that has lately been founded, on a similar plan, for girls. It aims at giving an education similar to that of the girls' high schools. There is provision for 70 boarders, and the school is now† more than full. A considerable number of day girls also attend it, coming from Guildford and the neighbourhood. Above 50 per cent. of the boarders come from the district, but others came from remote parts of England. The parents of the girls are of every class of life, and I am told that this now causes no difficulty. As in the case of Cranleigh, the founders and subscribers were all resident in the county, but there is no special privilege given to Surrey girls.

The great success of this school is, no doubt, owing to the very efficient management; also, I should think to the fact that it is a strictly Church of England school. It shows that there is a considerable demand for boarding schools of this kind. The headmistress suggests to me that much good would also be done if similar schools could be established, at still lower fees, in which the intellectual training would be more elementary.

Neither of these schools is in any connexion with the systems of scholarships established by the county council; the scholarships are not tenable at them. For some of the children who live in small villages, at a distance from towns, it would be a great advantage if they could take their scholarships at boarding schools. Provision is made for this to some extent at Dorking and at Reigate; arrangements are made by which they can be boarded out with trustworthy people under the superintendence of the headmaster. The reasons why these two boarding schools cannot at present be used are (1) the fact that they are "denominational," (2) the nature of the teaching, (3) the expense; the fees received exceed the highest limit that the county council ever expend on

* Lord Ashcombe, one of the founders of the school, writes:—"There was no endowment that could be secured, and it was therefore necessary to start from nothing. It was not founded as an agricultural school, but in order to give to farmers' and tradesmen's sons, for whom it was intended, a good substantial general education. After a few years the school was so far successful that it was thought wise to borrow 10,000*l.* to complete the buildings, and this sum was paid off out of the earnings of the school. The school was intended principally for boarders, day boys and day boarders have always been few in number. It cannot, therefore, rank simply or mainly as a local school, but there is this limit to its national character, that the council was chosen from residents in the county, and it was arranged, if the applications were more than could be entertained, to give a preference to Surrey boys. It has been the aim of the council, while not refusing the sons of professional men of small means, to keep to the class for which the school was founded."

† Oct. 1894.

a single scholar. The latter is the most serious objection; the second could easily be remedied; the first need not be serious, in the case of the children who belonged to the Church of England; the latter could only be met if the authorities of the school received the scholars at half fees; this is a concession that could not be expected of them, for as there is no endowment there is no money to spare even to help promising boys at a higher place of education.

The new college which is to be opened this month at Wye will afford a valuable technical training for those engaged in agriculture. It is in the nature of a university college, and boys will be admitted to it only after having passed an examination to show that they have a satisfactory general education. It has been founded in conjunction with the Kent County Council. I shall speak of it at greater length in connexion with the technical instruction.

Girls' schools. With regard to girls' schools generally, there is still a great deficiency. In those towns where High schools have been established, they have, as a rule, been very successful; the demand is rather for schools at lower fees. Of this kind there is at present only the endowed school at Kingston, the school at Carshalton (which is being removed to Wallington) and the Old Palace School at Croydon. At Croydon there ought to be a regular cheap secondary school for girls; proposals have been made to use the endowment of the Archbishop Tennison's school for this purpose; this was supported by the school board but has not received the approval of the Charity Commissioners. The success of the Old Palace School shows how great is the demand for education of this kind. At Farnham, in the Chertsey district, at Richmond, probably at Mitcham, girls' schools are required. As in the case of boys, where there is no room for a cheap secondary school, the best plan would be, I think, to establish higher grade elementary schools; and this could be done also at these towns, *e.g.*, Sutton, Guildford, and Redhill, where there is already a high school, but no room for another secondary school.

Much inconvenience is caused by the fact that there is now only one school in the whole county at which the scholarships from elementary schools can be held by girls; all girls are obliged to go to Kingston. It is very much to be desired that these scholarships should be tenable at the High schools. A girl, *e.g.*, who lives at Sutton and takes one of these scholarships, may live a few yards from one of the best schools in the county, but will still have to make the journey to and from Kingston every day—a great waste of public money and her time.

Additional schools for young girls are much wanted, arranged on some plan similar to that which I suggested for boys. It is the common complaint of all the schoolmistresses that many girls come to them at the age of 12 or 13, in a state of almost complete ignorance, owing to the indifferent teaching that they

have enjoyed at home or in private schools. In Sutton there is a "Kindergarten preparatory school" managed by a local committee. Schools of the same kind might be established elsewhere with advantage, but they should probably be in close connexion with the schools for older girls. Nearly all the High schools have a Kindergarten department.

One great difficulty in the education of girls is the expense. Parents to whom the fees are a great difficulty generally economise by keeping the girls at home with a day governess till they are about 13, and then send them to school for a short time. I do not see how this is to be remedied. Girls' schools are also very quickly affected by any period of depression in trade. A very large number of the villa residents are supposed to live on the very verge of their incomes; in consequence, any diminution of income or any unforeseen increase of expenditure obliges an immediate retrenchment, and girls are removed from school, or the younger girls not sent. Parents of this class do not like to send their daughters to low-feed secondary schools; as I have often been reminded, they care much more for refinement than they do for education. A girl who is taken away from a High school for this reason, will either be kept at home, or sent to a cheap private school. Many private schools exist by underselling the High schools.

There are in the suburban districts, a very large number of girls who, as soon as they leave school, have to earn money in some way or another. They either go into shops, do clerical work, or begin teaching themselves. Some go out as day governesses or nursery governesses, others try to get situations in the Post Office, or work as type writers. For them, cheap secondary schools would be a great help. Girls from the High schools often begin teaching as governesses almost directly they leave school, or get situations in the cheaper private schools.

With regard to the private schools for girls, which are of course very numerous, I do not think that I have anything to add to the information that is already in the hands of the Commission. The best of the schools have been much influenced by the High schools, they profess to teach on the same basis, they often assume the name, they send in the girls for the same examinations. I am told of many very bad schools, but I have not seen them. In those that I have seen, there is, I think generally a genuine attempt to make the schools really good.

CHAPTER II.

I WILL now consider shortly the position of technical and evening classes in the county; this part of the work of the county council is carried on with so much energy, and the resources at its disposal are so large, that it seems rapidly to be absorbing the work of all other institutions. Continuation schools, Extension lectures, Science and Art classes are all in one way or another brought under its influence and direction. The work is so elaborate and so carefully organised that some account of it cannot fail to be useful to the Commission. Apart from it the Science and Art system is not widely used; more commonly, however, for art than for science.

It naturally falls into three classes:—I. Technical classes; II. Continuation schools; III. Training of teachers.

I. Technical classes. Organisation.

The management of these is divided between the county council* and the local committee.. The local committee is in urban districts appointed by the local authority, in the same manner as other committees of the urban authority; in rural districts it will eventually be appointed by the district council; there are on it representatives, not only of the local board or town council, but also of other local bodies, such as the school board, managers of elementary schools, and learned societies. The authority of each local committee extends over the villages in the immediate neighbourhood, and they are also represented on it; for instance, attached to Sutton are the outlying districts of Cheam and Banstead; Oxted, Limpsfield, Godstone, and Lingfield are associated together. The duty of the local committee is to choose the subjects of instruction and send in application, to provide rooms and undertake all other local arrangements. There is a secretary who may be and often is paid. They have the right of appointing teachers for those subjects, such as carpentry, typewriting, shorthand, for which a travelling teacher is not provided; all appointments, however, have to be confirmed by the county council.

With regard to finance, the following points must be noted:—(1.) All teachers are paid by the county council. (2.) The county council makes a further grant in aid of local expenses; in those cases in which a local rate is levied the grant for local expenses is equal to the amount raised by the rate. Any payment

* By "county council" must in all cases be understood the Technical Education Committee, which has sole control of this department.

of salary to the secretary is made out of the local rate; the county council, however, pay any necessary travelling expenses. (3.) Stoves, chemical appliances, and other apparatus are, if necessary, supplied by the county council. (4.) In those centres where a Science and Art grant is earned, the whole amount of the grant has to be paid to the county council; if this amounts to more than the total sum expended on the salaries of teachers in that district the balance is returned to the local committee.

The whole of the teaching is under the direct control of the county council; and, with the exception of the cases already mentioned, is supplied by the permanent teaching staff of the council. Of these some are travelling lecturers who go to all parts of the county; others are now supplied by the staff of the newly-founded Agricultural College at Wye. Henceforth this will be a centre from which lecturers in agricultural chemistry, dairy work, and similar subjects will be sent out. A special class of teachers are the science masters in certain schools. At Kingston, Guildford, Farnham, Redhill, and Dorking, the science master in the local grammar school, whose salary is (as already explained) paid by the county council, is required as part of his regular duties to give instruction in the technical classes.

Buildings.

In some places arrangements are being made for the erection of a local school in which the classes can be held. There is no doubt that this is much wanted; one of the reasons which has often been given to me to explain the comparative failure of the classes in certain districts is the want of a convenient place in which they can be held. Students are reluctant to go to badly lighted and imperfectly warmed rooms, which often have not the necessary appliances, and are, not unfrequently, difficult of access. In those cases in which a building is being erected, the greater amount of the expense is borne by the county council; a comparatively small contribution is required from the local authority.

The expense of maintenance is divided generally in equal proportions between the county council and the local authority; the control and management of the building will be, subject to certain restrictions, vested in the local technical education committee. To take a particular case; at Reigate, the county council contributes 2,500*l.* toward purchase of a site and the erection of the school; the contribution of the town council is 500*l.*; towards the expense of maintenance each of them are bound to contribute 100*l.* a year.

In those towns in which, as in Richmond, Merton, Farnham, the county council are erecting buildings for the purposes of a secondary school, these buildings will be used in the evening for classes.*

In some places I find that some difficulty has arisen in the negotiations for buildings. It occasionally happens that the local board wishes to advance money for the erection of a local institute, but are unwilling to agree to the rather stringent conditions on

* See *infra*, p. 14.

which alone the help of the county council is given. The county council makes it a *sine quâ non* that a building shall be used for no purpose except education; people in the locality want to have their local institute available also for political meetings, religious meetings, concerts and other entertainments. At Woking, for instance, where there is at present no public building of the kind, this difficulty seems for the present to have prevented anything being done. This is rather an exceptional case; the town is here so new that everything which, in older places has been provided by degrees, has to be begun from the beginning; and there is a perfectly natural reluctance to provide money for the erection of an institute, and to allow its use to be so restricted that it will be necessary at the same time to build another public building for other purposes. All Haselmere, a very small town, the same difficulty was felt, and here a public hal has been erected without help from the county council, but one which will be available for the classes.

Criticisms of the system.

In this organisation there are some points which deserve special notice. It will be seen that no money is ever voted by the county council for teaching work which is not under their own control. No teacher is supported who does not satisfy the requirements of efficiency which the county council may lay down; and no teacher connected with them depends for his stipend upon the grant derived from the Science and Art Department. In this way the county council have avoided the danger of wasting the money by the support of a number of disconnected local institutions. They are also able to secure more efficient teaching than could be done if each district had more independence. The county council can offer permanent work and plenty of it to their lecturers; they are, therefore, able to attract men of more ability and experience than each single town could do. In this connexion I may also point out the great advantage which in this county is derived from the proximity to London. Generally speaking, I have heard nothing but praise of the abilities of the lecturers of the county council staff. There have, of course, been exceptions, but they have nearly always been young and untried men. I believe, therefore, that in adopting their rather stringent rules the county council have been quite justified. Of course many of the towns would prefer to have the money simply assigned to them to spend as they themselves wished. In some cases the system has caused, at least, the appearance of hardship. Supposing that in a town there is established a science teacher who has for many years been conducting classes under the Science and Art Department, but that the county council are not satisfied that his attainments as a teacher are sufficient to justify them in putting him on to their staff, the county council will then establish in the town their own classes with all the advantage they derive from the large subsidy. They will send down a fresh teacher to the place, and eventually the old-established teacher will find, to a great extent,

his work taken away from him. Cases of this kind certainly require very careful treatment; the difficulty, however, can only be a temporary one.

The subjects of instruction are very various; they seem to include practically all subjects recognised by the Department. Results.

Having described the organisation, we can next consider the actual success attained. Now, it is impossible to blind oneself to the fact that, among many who ought to be competent judges, it is maintained that the success is no ways commensurate with the money expended. It has sometimes been said to me, especially by those who are cognisant of the work in the rural districts, that the money is absolutely wasted; and even those who would not go so far as this often say that the classes do not draw nearly as large numbers as might be hoped, at any rate, from among those for whom they were intended.

If we consider the nature of the population in the county, and the kind of work which the classes are intended to do, there is, I think, more reason to wonder at the amount of success already attained than to be dissatisfied with it. The object has been to attract the poor working men and women, small tradesmen, shop girls, gardeners, labourers, railway servants, postmen, &c. Nearly all these have been educated in elementary schools; after they leave school, they have generally passed some years in which they have had no intellectual discipline of any kind, except that which they derive from their work; they have too often forgotten nearly all of the little they learnt in school. The majority of them are engaged during the whole day in earning their livelihood; the hours, especially of those engaged in shops, are very long; the time for recreation of any kind is necessarily very short; it is not to be wondered at if comparatively few are found who will devote part of this time to their education.

It is necessary in considering the excellence of the results, to distinguish carefully different classes of subjects. We may take firstly, technical instruction proper, that is, instruction in subjects which are more or less directly connected with the occupations pursued during the daytime. Owing to the absence of large organised trades there is in the towns less scope for this purely technical work than in manufacturing centres. Here the most important subjects are shorthand, plumbing, typewriting. In the country districts, dairy work, bee-keeping, and horticulture come under this heading. These subjects, according to the universal opinion, are all extremely useful. Wherever I go, I find them spoken of warmly and cordially. The technical classes in the towns are not always very large, but the work they do is certainly very useful to the students.

Another class of subjects are what may be called handicrafts, for instance, carpentry, drawing, carving. These again attract considerable numbers, are popular, and on the whole the work done seems to be good.

A third class may be defined as subjects of domestic and general utility, such as cooking, ambulance, dress-cutting. Dress-cutting and dressmaking appears in the towns at least to be vigorously carried on. The cookery classes are not, so far as my information goes, quite so satisfactory. The difficulty here is to get those people to attend for whom they are chiefly intended. The well-to-do residents are generally willing to go themselves, or send their servants; the wives of the artisans and labourers rarely attend.*

The fourth class comprises those subjects which are more purely educational. I should include among them, first of all, lectures on French and German, and secondly, lectures in chemistry and other scientific subjects, whether treated from a purely scientific point of view, or with a direct bearing on agriculture or other practical occupations. It is in regard to these subjects in which an attempt is made by means of classes to give something of the nature of secondary, rather than technical education, that most difficulties seem to be experienced.

The distinction between the different kinds of classes is, I think, one of some importance. In all these subjects in which the practical or manual side is most prominent, the classes and lectures appeal at once to common instincts, they are popular, and undoubtedly useful, except in the most backward villages. As soon as an attempt is made to do something more, to give a consistent course of teaching in a theory, the practical application of which is not immediately possible, far higher demands are made on the intelligence of the audience; the intellectual processes are to most of them quite new, and it is not to be expected that they will easily learn a new method of thought and grasp completely new conceptions without more continuous teaching and direction than is possible with weekly classes and lectures.

There are, I think, two reasons why the work of these classes is not altogether satisfactory. The first is the insufficient preparation of the students, the second the necessarily intermittent nature of the teaching. The two really go together; to learn from lectures is an art which can only be acquired by those who either have exceptional ability or have been carefully trained. Let us take as an illustration the teaching of modern languages. The county council have on their staff two highly trained and qualified teachers. If a course on French is started in a centre, one of these gentlemen goes down there once or at the most twice a week. Each of the classes lasts an hour. Of those who come the majority will begin without any knowledge of the language at all; hardly any of them will have any acquaintance with any language besides English. They will be of all ages, and come for all kinds of reasons; one may be a porter on the South-Eastern Railway, who wishes to pick up a little French; another (I quote cases actually given to me) a middle-aged lady, who wishes to learn the meaning and pronunciation of the French words and

* In one centre the cookery classes proved a failure because they were arranged for "washing-day," and all the women were in consequence unable to attend.

expressions which occur in ordinary conversation; a third will be a young girl who wishes to learn French in order that she may teach it; a fourth a clerk who wishes to learn it for commercial purposes. It will be clear that unless they work very hard for themselves, and unless they determine to keep up and extend during the summer months the knowledge they have acquired in the winter, none of these, with the exception of the first and second, will, by attending the classes, attain their object. The system has been in force too short a time to judge how many will do this; I gather, however, that comparatively few of those who begin keep up the whole three years over which the course extends, and even if they do their command of the language will still be very limited.

It does certainly appear to be, to some extent, a waste of power and money to send at great expense teachers to a district to do work a great deal of which is so very elementary. What a long distance is it from these classes of beginners to that commercial knowledge of French which is the avowed object of spending the money in this way!

In the case of scientific teaching the difficulties are even more obvious. The majority of the students do not possess the arithmetical knowledge necessary for working out the simple problems which occur. Still less have they the power of following, reasoning, and applying their knowledge. I was told, for instance, by the instructor in plumbing, that hardly any of his pupils, all of them working plumbers, were able to use decimals or duodecimals. At Peperharow, where the classes have been exceptionally successful, the students are unable to work out for themselves the arithmetical problems required in the experiments. In country districts this is especially felt.

The cause of the difficulty is obvious, the classes are, as regards the elementary schools, in the same position as the universities to secondary schools; they are a supplement to the regular school teaching, and the substructure is not yet perfect. The connecting link is not yet complete; it can only be supplied by continuation schools, and they are far less universal than are the classes.

In the purely rural districts it is indeed very difficult to make classes of any kind attractive to the labouring population; this is the case with cooking and other domestic subjects as much as with science. Habits of generations have to be overcome; the success depends entirely on the co-operation of men of influence in the village. Many have told me that the villagers will be more helped by improvement in the elementary schools. I am told, that there are still many comparatively young people who can hardly read or write. In some places, though not in all, horticulture classes have shown great promise; experience seems to show that the people will only come at all if personally requested to do so. In a few districts the work has, even in country places, been very successful.

The conclusion I draw from the criticisms passed on the work is not that it is useless but that it wants supplementing by con- II. Continuation school.

tinuation schools. The difficulties nearly all seem to arise through the gap which intervenes between the time a boy or girl leaves the elementary school and the time at which he begins to attend the classes. It seems therefore perfectly right that the county council devote a considerable sum of money each year to the support of continuation schools. They have a special secretary to look after this part of their work. They make grants in order to supplement the grant given by the department; 1,000*l.* a year is spent on this purpose. They supply chests of chemical apparatus to illustrate scientific lectures. In this way they are able not only to foster the growth of continuation schools, but also to influence them in the selection of subjects. They have obtained the satisfactory result that in some places the continuation schools now begin instruction on the same subjects which will be carried further in the technical classes. For instance, in Kingston and Thames Ditton, French is now being taught; it is unnecessary to point out how much more useful the work of the county councils will be, if a considerable number of the students have mastered the elements of the language. In the same way horticulture is now taught as a regular subject by the masters of many of the elementary schools, who themselves have received their instruction from the county council lecturer. The science teaching in the continuation schools will form a preparation to the more advanced teaching of the classes.

There are, however, great difficulties in working out the system, difficulties which arise to a great extent from the great variety of authorities which have control over continuation schools. The county council are of course allowed only to subsidise certain subjects; there is therefore a great temptation for the master to take up these subjects even if they are not those which are most advantageous to the children. For instance there is a great tendency to neglect arithmetic, while experience seems to show that thorough teaching in this is most important as a preparation for science. There is also considerable difficulty caused by the indifference, and occasionally by the hostility, of the managers of elementary schools. There is in almost every town and village a large amount of prejudice, a still larger amount of indifference which has to be overcome. In one place I find that the managers of the elementary schools have gone so far in their opposition, that they have refused the use of their school-rooms for evening classes except on payment of a prohibitive fee. I do not feel it my duty to enter into any discussion as to the objects and methods of continuation schools, but the experience of this district seems to show that the success or failure of the technical classes, so far as they aim at providing a form of Secondary Education to the artisan class, depends very largely on the proper organisation of continuation schools.

Another difficulty which arises at present is that continuation schools and technical classes instead of being, as they ought to be, two separate grades, of which one, to some extent, prepares for the other, to a great extent compete with one another. At

Woking one reason which was given to me to account for the comparative failure of some of the classes was, that they were held on the same evening as the continuation schools and that much the same people went to both. At Croydon, continuation schools have been tried, but it has been impossible to keep them going; the boys would not attend; those who wish to learn prefer to go to the Polytechnic which has been started by the borough council. In Croydon the council do not support the continuation schools, but the school board are anxious to start them. On the other hand, I find that the results of the teaching in the Polytechnic are anything but satisfactory. A very small proportion of those who have attended courses enter for the examination; the reports on the examinations show that the average work is low; this is not only the case in modern languages and in scientific subjects, but also in carving; it is especially noted that the candidates had an insufficient instruction in drawing. There may be other reasons here why the teaching has not been successful; there can, I think, be no doubt that it would be much more useful to the town if every effort was made to induce the lads to attend a continuation school before they came to the polytechnic. Generally speaking, I cannot but think that it would be a great advantage if some stricter limit of age were introduced so that the continuation schools should be confined to quite young lads and girls.

It is one of the most satisfactory features in the present situation that, as a matter of fact, the establishment of the technical classes is being followed in a very large number of districts in Surrey by the establishment of continuation schools. The number being started this winter is very much larger than those held last year, and I have been told that one of the results of the technical classes is to induce a desire to make further use of the additional facilities which the new regulations allow.

This is the best justification of the action of the county council, for it seems to show that the general establishment of classes has caused a great increase of interest in other grades of education.

If the classes are to be a permanent institution, it will become more and more necessary that there should be at each centre some person of educational experience who can, to some extent, advise and encourage the students with regard to their home-work and organise student unions; at present, the local authorities are chiefly occupied with business matters; the more permanent the work becomes, the more will they be occupied with matters of routine. The lecturers, for they travel about from one town to another, cannot possibly get any very great personal knowledge of their students; it has in fact been pointed out to me that, educationally, this is one of the drawbacks of the system. If the educational vigour of the central authority ceased, or became less than it now is, the whole system might very easily degenerate into an elaborate contrivance for spending public money on

disconnected courses of lectures, or on mere cram work in preparation for examinations. The only safeguard against this is the establishment of strong and vigorous unions of students of the kind which have often grown up in other counties round university extension centres. In the few places where this has been done the results have been very satisfactory. The experience of the village of Peperharow is so remarkable that I must give some special account of it.

Peperharow.

The village of Peperharow is one of the smallest in the county, the population is 167. It is entirely rural. In this village there has been held for three years a course of 12 lectures on agricultural chemistry, the chemistry of common things and plant life and manures. The audiences have varied from 50 to 80. In the first year eight entered for the examination, and five passed. The examination was conducted by the Local Lecture Syndicate of the University of Cambridge. In the second year 23 entered, 19 passed, and three obtained the mark of distinction. A large proportion of the students and of the successful candidates were farmers, gardeners, and other wage-earners. The audience came entirely from Peperharow, and the two neighbouring parishes of Shackleford and Elstead. I have myself seen and talked to some of those who attended the classes, and feel quite sure that these paper results represent a great deal of work and education.

This shows what can be done even in a purely rural district. It is no good attempting to deny that the results are very exceptional; it is important to inquire to what they are due. Firstly, the population is in some ways of a kind more apt to profit by teaching than that of an ordinary rural parish; the gardeners and others in the employ of Lord Middleton and Lord Penzance form an extremely good nucleus. As, however, I have already pointed out there are a very large number of gardeners, gamekeepers, and domestic servants in most parts of the county. Another fact to be noted is that there has for long been in the parish a night school conducted by members of Lord Middleton's family. The real success of the classes is due, however, to the efforts of a single person. The Rev. C. Gilbert Harvey, vicar of the parish, organised the classes, by his personal efforts he got together the audience; but for him they would not have existed at all. What, however, I particularly wish to call attention to is the tutorial work which he has undertaken in connexion with them. Before the first lectures were given he collected together a class to prepare for them; during the time that the lectures were going on he devoted two or three evenings a week to going over the subjects dealt with in the preceding lecture, performing or attempting to perform experiments, and assisting the students to answer the questions set by the lecturer. He is himself an old Public school-master, and therefore had had much experience in teaching; as he assures me, he started the work with absolutely no knowledge of natural science; he has

been teaching himself at the same time that he was teaching others; but the result of his teaching is clearly indicated in the figures I have given above.

Now it is quite clear that in few places will it be possible to find anyone with the same enthusiasm and the same ability that he possesses. Owing to the smallness of his parish, he has been able to do the work without neglecting his other duties. Something of the kind could, however, be done in other places also, even if not with quite the same success. At Haslemere, an attempt at the same kind has been made; here a local scientific society forms the nucleus of similar efforts. What I want to point out, and what I think ought to be insisted upon, is that no very great results will follow from lectures in the more difficult and educational subjects unless they are supplemented by vigorous voluntary local action of this kind. There is no doubt that a system in which nearly all difficulties as to expense are borne by a distant public body does not, as a rule, stimulate this voluntary effort. In this connexion it is interesting to notice that, with few exceptions, the work of the extension lectures has in Surrey broken down since the establishment of the county council technical classes.

Practically, if anything of the kind is done, it will have to be by means of the masters of elementary schools. This is another reason why a closer connexion between the classes and the elementary schools is desirable.

III. Traning of teachers.

The county council has devoted also some attention to the training of teachers. Summer lectures have been established in various centres which have been numerously attended, in conversation with elementary school teachers in various parts of the country, I have seen the results of this; it has certainly caused a great increase of interest in the continuation schools and the classes, and if the view I have taken is a correct one, we may look forward to the time when in each village or town the elementary teachers will exercise a wide influence by encouraging their former pupils to attend them, and by preparing for them. Some of the school managers, indeed, hold the view that this work is beyond the schoolmasters, who, as they maintain, have already more than they can do. On the other hand, many of the masters are already doing work of this kind, they appear to like it; they are able thereby to add considerably to their salaries; and we may, I hope, look forward to the time when the higher classes opened in connexion with the elementary schools will be a permanent and powerful intellectual influence even in the smaller villages.

I cannot leave this part of the subject without calling special attention to the classes in horticulture which have apparently been among the most successful experiments. During the winter, lectures are given by a able and vigorous lecturer. In those villages and towns where the subject is taken up it has become common to start gardens for vegetable and fruit. These are

worked as a continuation school under the immediate superintendence of the schoolmaster, who has himself attended lectures on the subject. They are visited from time to time by the county council lecturer who examines, criticises, and reports on them. From what I have myself seen, and from all I hav heard, there can be no doubt that this experiment has been extremely successful. It is technical instruction of the best kind; the boys have taken up the work in many places with great vigour, and it cannot fail to have admirable results, not only economic, but also on character and intellect. It must be noticed that much of the results depend on close connexion between county council classes and continuation schools: the elementary schoolmaster forming the connecting link. The evening lectures are, however, also of use to professional gardeners; in some places they have been also well attended by cottagers; but even in this subject the labouring class is much more easily reached by means of the schools.

Scholarships.

This system of scholarships is here, as all other parts of the work, carried out with much consistency. Here, again, it is too soon to foresee the eventual results of it. I have met with some gentlemen who have questioned the use of the system, but all those engaged in teaching speak highly of it; the masters of the secondary schools tell me that the boys as a rule do well. One danger was hinted at to me rather than openly expressed: it was suggested by a gentleman who had abundant means of personal knowledge, that in some cases boys who were transferred from the strict discipline and thorough teaching of the elementary schools to the laxer systems and indifferent teaching of some of the secondary schools, fell off rather than advanced in industry. This points to the necessity of more efficient inspection and examination of the secondary schools than is now possible. The general opinion of residents in the purely rural districts (which, however, are small) is that for them the scholarship system is, as a rule, of little use. A labourer's daughter who won a scholarship would be little helped in after-life, even if she were able to go in every day to a higher school. For girls of this class the most valuable help that can be given is to enable them to get a more efficient training for domestic life than can be given in their homes; if they could pass a short time at a good school for this purpose far more would be done for them than could be done by attendance at a day school or at classes. There is an institution of this kind near Guildford, kept by a lady who prepares girls for domestic service; but I imagine that the preparation for domestic service, valuable though it undoubtedly is for the girls themselves, would not be considered a proper way of expending public money. Besides the scholarships now held at secondary schools, there are also maintenance scholarships which can be held at places of higher education, *e.g.*, at King's College, Holloway College, the Agricultural College at Wye, they are open to all who have been resident in the country. There is a good com-

petition for them from nearly all the schools, and those who have won scholarships have done well so far.

I have already dwelt on the inconvenience which arises from the fact that girls cannot hold their scholarships at any school but Tiffins'. It is much to be desired than they should be tenable at the high schools.

I have already had occasion to refer to the work of the new Agricultural College at Wye. This was opened at the beginning of October. I visited it with the chairman a few weeks before it was opened, and had the advantage of a long conversation with the principal, who has for some years been working on the staff of the county council as a lecturer in agricultural science. The work of the College really hardly belongs to the subjects with which I am concerned; it will be a technical college for instruction in the theory and practice of agriculture for those who have already had a sufficient general education at some secondary school. It differs to this extent from most other agricultural colleges that it is especially intended for those who are not able to afford to pay fees themselves. It is hoped that many of the county council scholars who win maintenance scholarships will elect to use them here.

As a centre of interest, its work promises to be very useful. I have seen discussions and articles on the methods of education adopted in the local papers, and the influence of the college will probably be felt by many besides those who have actually been members of it.

County council and secondary schools.

Before I leave the subject of the county council, there is one matter to which I wish to call attention. There is, I think, some danger that the action of the county council may result in too great an interference with the internal management and discipline of the schools. In those towns in which the schools are carried on in buildings that belong to the county council, the headmaster of the school will have control of the buildings during the daytime only; during the evening they will be required for classes. Some of the masters in the school will be required by the terms of their appointment to devote a considerable portion of their time to the technical classes. A considerable proportion of the scholars will be holders of the county council scholarships; their work will be under the special direction of the county council. If the present system is continued, some of the teaching in these schools will be given by travelling lecturers, who will not even be appointed by the headmaster. Now it is clear that under a system of this kind difficulties might easily arise, especially in those cases where the headmaster was an energetic and able man, who wished to carry out an orderly and regular system of education.

Schools ought not to be assimilated to "Institutes" and "Polytechnics." In a school, attachment to an institution comradeship in games, the moral influence of the masters will be of more importance to many boys than the instruction

imparted or the pure intellectual training. A school, even a day school, ought to be a second home. Is there not some danger that this may be neglected? Even now it is difficult enough to cultivate this side of the work, when half the boys come in by train, spend a few hours at their lessons and disappear. Will not the difficulty be increased when even the buildings are not the exclusive property of the school: when others have the right to use the rooms in the evening. If the building has to serve the purpose of an institute it must be easy of access, and in the centre of the town, perhaps facing the street; the school ought to be in the outskirts of the town, in the middle of the fields which serve as a playground. If many of the boys have to come from some considerable distance, a playground at a distance will be no use to them. Boys and masters in a school will often gladly spend money and help in other ways to improve and ornament their own buildings; this they will do with less pleasure if the buildings are not peculiar to them.

The present system tends to identify the organisation by which schools and classes are to be managed. Now classes are chiefly intended for those who have not been at a secondary school. So far as the classes are technical, it appears desirable to put them in as close a connexion as possible with the elementary schools from which so many of the pupils will have come. Boys from a secondary school, if after leaving school they require any technical training, will need something of a very different kind. They would naturally go to the Agricultural College or to one of the London technical institutions. I do not see that there is any advantage to be gained from putting the schools and classes under the same local control. In the old schools the distinction is maintained, *e.g.*, at Farnham, the governors of the school are quite distinct from the local technical committee. It is, I think, important that the same distinction should be maintained in the new schools which are to be founded, as at Richmond.

In conclusion, I must express my conviction of the very great value of the educational work done by the county council. I was very pleased to find how very generally the value of it is recognised. Had I had to hold my inquiry three years ago, my report would have had to be very different. Both in regard to the schools and the classes, I have, so far as I was able, tested it. I have made every inquiry that I could to discover complaints against it, or criticisms of it, and I have had little success. Strong opposition has been aroused in some places on the question of the charities, but I did not consider that an investigation of this point came within my duties. I have given in the course of my report all the criticisms as to educational organisations which were made to me by others or which occurred to me myself. The council are attempting to put within the reach of all students in the county secondary education, either by means of schools or classes, and, hampered as they are by legal restrictions, they are rapidly succeeding in their endeavour. The way in which they have used their money goes, I think, a long way

towards justifying their claim to be recognised as the local authority for secondary education. I started my inquiry with a strong prejudice against the educational work of the county councils; my experience here has shown me that, in one case at any rate, the prejudice was unjustified, and I feel sure that anyone else who examined the work closely would form a similarly high opinion of it.

REPORT

BY

JOHN MASSIE, Esq.,

ON THE

COUNTY OF WARWICK.

TABLE OF CONTENTS.

	Page
Introduction	47
Variety of Warwickshire:—	
(1.) Industrial and Social	48
(2.) Educational	49
Private Enterprise Schools	50
Other Facilities for Secondary or Technical Education in the County	51
Proportion of Supply to Population in Towns	51
Proportion of Supply in Rural Districts	53
Overlapping of Schools in Warwickshire	54
Supply of Private, Proprietary, and Preparatory Schools	66
Working and Influence of the System of Science and Art Grants in connexion with Grants under the Technical Instruction and Local Taxation Acts	80
Deficiency in Supply of Secondary Education	85
Causes of Decay and Inefficiency of Endowed Schools, and the Remedy	89
Charities in the County	97
Map of Warwickshire	102

Mr. Massie's Report on the County of Warwick.

INTRODUCTION.

SIR, *September* 1894.

IF I have rightly understood the duty assigned me as Assistant Commissioner for the county of Warwick, it is not so much to collect statistics in order to frame an exhaustive statement of the condition of secondary education in that county, as to present a picture of that condition in such a way as to exhibit the relations of the various educational agencies with a view to better organisation. Nature of inquiry.

Accordingly, I have deemed it outside my duty to examine schools or to hold formal conferences with governing bodies; but, confining myself in the main to the five points of my instructions, I have found it most satisfactory to confer informally with those in the various districts who seemed best able to furnish such information as would help in shaping the independent judgment which I understand the Commission desires. Method of inquiry.

I have been confirmed in this course by the shortness of the time allotted to the inquiry, a shortness made still shorter by the intervention of the holidays, both scholastic and non-scholastic, in August and September. As a matter of fact, my inquiry, which began about the third week in June, could not be continued in any complete sense beyond the end of July. Personal inspection became, beyond that date, necessarily fragmentary, with schools broken up and with the natural and most fruitful sources of information abroad or at the sea-side; and investigations during the month of August have had to be conducted chiefly by means of letters, sometimes forwarded and sometimes not; while September has been distracted between the preparation of the report and such scattered visitation as this preparation would permit. I have felt these difficulties most keenly in my efforts to deal with the private schools. Some of the larger and more conspicuous private schools I was able to visit side by side with the endowed schools in June and July, and my colleague, on receipt of information from me, has visited certain of the larger girls' schools of whose existence she had no previous knowledge. But the considerable private schools in Warwickshire are few in number, and leave in the background more than 150 smaller private schools, mostly girls' schools or mixed preparatory schools, from which I have had to get what information I could by correspondence, my letters being sometimes ignored and my Difficulties of the inquiry.

questions often vaguely handled. And here I may say at once that, in respect of these schools, the difficulty of investigation is almost insurmountable, short of a personal inspection and examination, which the time allotted has rendered impossible. The view of the proprietors as to their own efficiency is naturally and excusably biassed; the judgment of the parents confiding their children to these schools is not always or altogether trustworthy; the statements or impressions of neighbours and mere outsiders are not in every instance well informed. Amidst all these difficulties I have done my best to ascertain the significance of these schools by their numbers, and their efficiency by their successes in such public examinations as those of the Oxford and Cambridge local delegacies and of the College of Preceptors. But it will be immediately perceived that this gauge is only partially satisfactory. I have reason to believe, from subsequent visits on the part of my colleague or myself, that the numbers given are not always to be relied upon, that the premises have been rather too flourishingly described, and that the engagements made in the prospectuses are not always fulfilled. Again, even when successes are recounted, I cannot tell that efforts have not been concentrated upon one or two clever pupils; nor can I tell what standard, or whether any uniform standard, is required for the pass test of the College of Preceptors, which has no limit of age for its three classes, and is the examining body with which the great majority of private schools connect themselves, partly on account of the lowness of the fee, and partly because arrangements can be made to conduct the examination in the school itself. On the other hand, it must be taken into account, on the teachers' behalf, that, when examination successes have been few, the sparseness is often the fault not of the inefficiency of the teachers, but of the narrowness or niggardliness or impecuniosity of the parents, who may be indifferent to examinations, or may grudge the fee, or may be genuinely unable to pay it.

With these preliminary remarks, I beg to lay before the Commission the main results of my inquiry.

Variety of Warwickshire. (1.) Industrial and Social.

Educationally regarded, Warwickshire is a county of remarkable variety, a variety which finds a parallel, perhaps also some explanation, in the variety of its industrial and social conditions. In the north-west lies Birmingham, with its almost unique multiplicity of industries, and with a quick-witted population of half a million which, though mainly artisan, is largely leavened by a cultured and energetic commercial and professional class. In the north we have the scattered coalfields in the neighbourhoods of Tamworth, Atherstone, Nuneaton, and Bedworth, and, lower down, the coal villages bordering upon Coventry, with here and there a mine of ironstone; the brick and tile and terra cotta industries of Bolehall and Glascote, the hat manufactories of Atherstone and Nuneaton, with active industries, particularly in the latter place, in wool and skins, iron and malt. Rugby, in the north-east, is a busy railway centre and a town of large fairs for cattle,

sheep and horses. Coventry, near the middle of the county—the only town outside Birmingham large enough to be a county borough—with its cycle, watch and ribbon industries, completes the manufacturing area, except for the needle and fish-hook industry of Studley and its neighbourhood in the west. Warwick and Leamington, though not without their trades, can scarcely be called places of great activity. Warwick is an ancient, restful, stationary town; Leamington, a modern watering place and quasi-fashionable resort, with a large contingent of unoccupied residents who live more or less luxuriously upon their means; while Stratford-on-Avon is not more active, and, except for a large brewery, lives chiefly upon Shakespeare and American pilgrims. As for the rest of the county, in the north partly, in the west mainly, and in the south and east entirely, the industry is agricultural and depressed.

The conditions of secondary education are equally diversified. Rugby. At Rugby, besides the great national public school, which, but for 30 day boys, would be entirely "il-local," there is a subordinate school for the locality on the same foundation. In Birmingham there is the rich and carefully organised foundation of King Edward VI., which has overspread the town with a network of nine schools for both sexes; there is also the independent grammar school at Handsworth; besides these, the higher grade technical schools for boys and girls, established by the school board; the municipal technical school with its evening classes, soon to be supplemented by classes in the daytime; the new technical school at Aston; the Midland institute, with its literary and commercial opportunities for evening workers; the two high schools for girls in Edgbaston; and, finally, the Mason college Warwick. as the local apex of the local education. There is but one other place in the county where there is any approach to similar organisation, and that is Warwick. Here, on the basis of an old endowment of King Henry VIII. (though the school, according to recent discovery, reaches back to Edward the Confessor, and is perhaps the most ancient in the kingdom), have been established a grammar school and a middle school for boys, and a high school for girls, the only public school for girls in Warwickshire outside Birmingham, though the Leamington high school for girls, carried on by a local company on the lines of the Public Day Schools' Company, eminently deserves to rank as a public school. Of the same proprietary status is the Leamington college Coventry. for boys. What has been done for secondary education in Warwick and Leamington has been due, not to an unsatisfied craving on the part of the population, but to an effort, from various motives, on the part of a few active organisers, to tempt demand by supply. So also with the technical school which is just being started in Leamington. In Coventry there is more life and enterprise, particularly in the technical sphere, but no organisation. The grammar school of King Henry VIII. is a solid and fairly energetic foundation. The Bablake endowed

technical school for boys is excellently equipped, and the new municipal technical school is in good funds, and supplies evening classes to both sexes and all school ages. The northern portion of the county, cut off by a horizontal line through Rugby and Coventry, contains five endowed schools for boys: Sutton Coldfield, Solihull Coleshill, Atherstone, and Nuneaton. Just outside the county borders are the endowed schools of Tamworth, in Staffordshire (only lately separated from Warwickshire), and Appleby, Market Bosworth and Hinckley, in Leicestershire, to which, but for its recent bankruptcy and consequent transference to private enterprise, Lutterworth school could be added. These schools are more numerous than they are flourishing. Within nine miles radius of Atherstone may be counted seven endowed schools (including Atherstone itself), few of them really prospering. Nuneaton, perhaps, has the best prospects, due in part to its facilities of railway communication. In the east, south, and west, the section cut off by a curve extending from Rugby through Warwick to Birmingham, there is a very different state of things. Apart from Stratford-on-Avon grammar school, which owes its present prosperity to its headmaster and not to the town itself, and the poorly endowed grammar school at Alcester, which under its new headmaster is gradually awakening from a torpor for which one has to look back to times before the Schools Inquiry Commission, there are in this wide district no secondary schools whatever, endowed or proprietary. Nor does private enterprise seriously attempt to fill the gap. Trinity college, at Stratford, a private foundation of the late Dr. John Day Collis, is only slightly local, and is practically a civil service training school. Arden House, near Henley, a preparatory school for boys, and Beaudesert Park, where a few private pupils are taken by an Oxford graduate, are not local at all. A small school at Kineton, in the centre of the district, established and managed by the Willoughby family for the sons of the neighbouring farmers, appears to be of no particular utility for secondary education. One or two girls' schools, in private hands, are to be found at Stratford and Alcester. But this large agricultural area, including the small towns or considerable villages of Southam, Kineton, Shipston-on-Stour, Fenny Compton, Studley, and Henley-in-Arden, is, as far as secondary school education is concerned, almost literally destitute.

Northern schools.

East, south, and west almost a vacuum.

Private enterprise in other parts of the county is confined chiefly to schools for girls, no doubt for the reason already given, that, except at Birmingham, Warwick, and Leamington, there is no other form of supply. Private secondary schools for boys exist, it is true, at Leamington, at Coventry, at Stratford, and near Sutton Coldfield, but these are most of them small, and could easily be counted on the fingers. As to preparatory schools, there are several of importance at and near Rugby, but of local pupils they have either few or none at all. Two or three such schools, one with a fair number of local pupils, are to be found at Leamington. In and round Birmingham the private schools for boys are very numerous, but they are in the main preparatory

Private enterprise schools in other parts of the county mostly girls' schools.

Boys' schools outside Birmingham.

In and near Birmingham.

for King Edward's schools, and are rarely of any size. The great majority of these preparatory schools are kept by ladies, who in many cases prepare boys alone, or boys as well as girls in their junior departments. Where boys' schools in Birmingham and elsewhere in the county are not preparatory, but stand on their own educational basis, they live either because they are or profess to be more strictly commercial than the public secondary schools, or because, while charging low fees, they claim a higher social standing than the board and national schools, or because the discipline is more lax and the home work less exacting, while the preferences and prejudices of parents meet with readier accommodation. And many of these schools, whether for girls or boys, whether preparatory or otherwise, even where the teaching is fairly successful, are kept in ordinary private houses, not originally built for school purposes, and neither adapted nor adaptable to such purposes; and I have reason to believe that a considerable number, though nothing like all, would be condemned as schools by a competent sanitary inspector.

Other facilities for secondary or technical education in the county.

When I have mentioned the fact that every county council district in the administrative county has now established some form of technical instruction; that within the same area there are nearly 340 "schools" or collections of pupils employed in various kinds of technical work; that there are upwards of 60 continuation schools, a dairy school at Halloughton, and a central mining school at Nuneaton; that there is special technical activity at Rugby in connexion with the railway institute and the Wood institute, both under the local technical instruction committee, I shall have given, I think, a general description of the nature of the supply of secondary and technical education in this county.

Proportion of supply to population.

To put aside for the moment its quality, how far the secondary school supply is proportionate to the population is, as usual, a most perplexing problem. The population of the county is, in round numbers, 805,000, or including the non-Warwickshire parts of the county borough of Birmingham, 838,000, or, again, including the parts of "greater" Birmingham outside the borough, about 870,000. The various suggestions offered as to the proportion of "secondary" boys and girls per 1,000 of the population show, by their amazing diversity, how impossible it is to approach a consensus of opinion, and partly because the term "secondary" itself is so difficult to define. But if we take it in its broad sense of boys and girls who may reasonably be expected to attend grammar schools, high schools, public schools, then in Warwickshire, as everywhere else, this proportion differs widely in different districts according to the character of the population. In a place like Leamington, for example, where there is an unusual number of tolerably well-to-do residents, the number of local girls and boys actually at secondary schools in Leamington itself, or going daily out of it to such schools in Warwick, is something like 500 out of a population (including Lillington and Milverton) of about 30,000; that is, about 16 per thousand, not counting those who are sent

Proportion in Leamington.

Proportion in Birmingham.

away to boarding schools or are taught at home. And there is accommodation for a much greater number. In Birmingham, on the other hand, where the population is overwhelmingly artisan, the result of a census made by the school board in 1891 showed that out of a population of 478,851 in the area taken, there were only 1,589 children between 3 and 14 years of age attending secondary schools. This number would of course include the ex-elementary free foundationers up to 14 years of age in King Edward's schools, but these may be balanced or nearly balanced by the large number of lower middle class children who pass through the board schools, in order to qualify themselves for the reserved scholarships in the grammar schools. A calculation has been supplied to me from Birmingham, based upon this census combined with Dr. Farr's returns prepared for the Schools Inquiry Commission, and the outcome is that the number of "secondary" children in Birmingham between 8 and 19 is nearly 5,000, or 10 per thousand of the population. (Dr. Farr's own figures, taken apart from the data of this special census, work out, I am informed, to 13,200 children between the same ages; and, though he included the third grade children now mostly provided for in the elementary schools, this hardly accounts for the huge discrepancy between the two calculations.) Now the number actually in King Edward's schools is 2,496; but 1,209 of these come from outside the borough, from anywhere in fact within 10 miles radius of the town hall, though it may fairly be concluded that most of them belong to "greater" Birmingham, and most of them, again, to the county of Warwick. But besides this element of complication, the estimate is complicated again by the fact that in King Edward's grammar schools 62 per cent. have passed up from the elementary schools (though many of these children, as I have said above, belong to the middle class); in the high school for boys 7 per cent., and in the high school for girls 5 per cent., have come direct from the same schools. (It may be noticed, in passing, that into the last-named school no daughter of an artisan has ever entered.) Handsworth grammar school accounts for about 60, and the two proprietary girls' schools in Edgbaston for 160 and 230 (with the kindergarten) respectively. As for the private schools, which take children of all teachable ages, so far as I have been favoured with answers to my inquiries, there are close upon 2,000 "local" boys and girls at such schools in Birmingham and its immediately connected suburbs, *i.e.*, what I have called greater Birmingham. If then we are content to regard all these schools as, roughly speaking, supplying greater Birmingham, we find that they are attended by about 5,000 children out of a population (in round numbers) of 530,000, that is by less than 10 per thousand. (The extreme youth of many of the private school children may have to some extent as its set-off the numbers in the private schools that have made no return.) But it is an admitted fact that, besides these 5,000, a very large number of Birmingham secondary children are sent away to school at the

seaside and in other healthy localities, and hence the 5,000 does not pretend to exhaust the number of Birmingham "secondary" children of school age. And it will be observed that I have dealt only with secondary children ordinarily so called, and have not included the children under the school board who attend the two Birmingham higher grade schools, or those in the higher grade school at Aston, or the seventh standard children gathered into selected board schools, or any junior pupils at Mason college, or in the evening classes of the Midland institute or of the technical schools of Birmingham, Aston and Handsworth, or in the continuation schools. The figures that I have given are such as I have been able to gather in the course of an inquiry which has not been statistical in its primary aim, and the extremely tentative nature of the results, with the many pitfalls that lie in the way of such "secondary" calculations, have not encouraged me to devote more time and energy to this part of the subject. Nothing short of a protracted and exhaustive investigation would yield even an approximation to exactness.

Proportion of supply in rural districts,

The rural districts are even more perplexing in this respect than the towns, the proportion of "secondary" children depending in their case upon the presence or absence of a few families. For example, it was estimated for me that, in the parish of Willoughby and an adjoining hamlet, with a population in all of under 300, there are about six children who would naturally attend secondary schools, that is, a proportion of about 20 to the thousand; and that in the district of Henley-in-Arden, with a population of over 2,200 (the town itself, numbering 1,100, and including more than the usual number of shopkeepers) about 40 boys and girls at least would cease to go to the board schools or would come in from surrounding villages and farms, if secondary schools were established. This would yield a proportion again of about 20 to the thousand. With the experienced assistance of the vice-chairman of quarter sessions and of the county council (who has an unequalled knowledge of his district in that southernmost part of Warwickshire which is quite destitute of secondary schools), I have made as close an estimate as I can of the number of "secondary" children in thirteen civil rural parishes constituting the county council division in the neighbourhood of Cherington. In a population of close upon 4,000, living in 900 houses, we counted something like 93 households apparently constituted of "secondary" families, and this without considering any of those who might make a special effort to avail themselves of secondary schools if placed within their reach. If these 93 households, with other households not regarded, contributed one child apiece, we should have about 100 children in a population of 4,000, *i.e.*, a proportion of 25 to the thousand; and this is a thinly populated rural district. Probably the estimate is too large, as many of the children would in all likelihood continue to attend the elementary schools.

and in the county generally outside Birmingham.

But if we are content to accept the average of 10 per thousand as representing the local secondary demand, and (eliminating Birmingham) take the population of the county at 365,000, we

have about 3,700 children as natural subjects for secondary education. Of these, the endowed and proprietary schools for boys and girls account for about 1,100 local pupils in actual attendance (boarders being excluded); so that 2,600 are left for private enterprise schools or boarding schools (inside or outside the county) or for home tuition. So far as statistics have come in to me, private enterprise schools, within the bounds of the county but outside Birmingham, will account for about 1,350 local pupils, or rather more than half the number.

After this general introduction I will proceed to give the specific results of my inquiry under the heads formulated by the Commission for my guidance.

FIRST POINT OF INQUIRY AS DIRECTED.

"1. *How far there exists in your district an overlapping of the agencies by which Secondary Education is supplied, as between—*

Elementary and Secondary Schools; and

Secondary Schools and Local Universities, University Colleges, or Technical Institutions;

and how far Secondary Schools, intended to be of different types or grades, are, in fact, encroaching upon one another's province or otherwise competing with one another; and what have been the results of such overlapping or competition?"

Information on first point.

There are only three places in the county with which the idea of "overlapping" can be fairly associated. These are Warwick, Coventry, and Birmingham. And here overlapping is not so much a present fact, as a prospective danger.

(*a.*) *Warwick.*

Overlapping in Warwick.

Here there is a first grade or higher second grade grammar school, a second grade or higher third grade middle school, and a high school for girls, all on the foundation. The maximum fee for the grammar school is 12*l.* (exclusive of Greek, which is 3*l.* a year), for the middle school 5*l.*, and for the girls' school a little more than 6*l.* There are two exhibitions annually from the middle to the grammar school, and six "tenable at" the grammar school itself—*i.e.*, open to boys who have already entered that school. Fourteen exhibitions, seven for boys, and seven for girls, to the middle school and girls' school respectively are offered annually to children in the elementary school under 12 years of age; and six are "tenable at" the middle and girls' schools. It is generally agreed in Warwick, that the fees of the grammar school are too high for many boys who might rise to it from the middle school, and that the fees of the middle school and girls' school are too high for many competent children in the elementary schools. It is also agreed that the entrance exhibitions are not numerous enough in any of the schools; and it certainly appears as if two exhibitions ought not to satisfy the middle school of about 100 boys, and 14 exhibitions per annum for boys and girls are hardly proportionate

Reasons: fees and exhibitions.

to 2,000 elementary school children, while their amount, 7*l.* and 8*l.*, is not equal to fees, books, and maintenance. I am informed (in confirmation) that scholars who have failed to obtain exhibitions have afterwards made their mark in public examinations such as those of the university of London. A tendency to overlap accordingly displays itself, because the children do not pass up in accordance with their capacity. Middle class parents are induced, in consideration of the expense, to keep their boys as long as they can at the middle school (*i.e.*, up to 15 years of age), and working class parents their boys and girls too long at the elementary schools. In each case the tendency is to provide for these senior boys and girls a higher education in the schools where they happen to be; and hence the middle school is charged with being too classical and not sufficiently commercial, because it seeks to prepare for the professions, thus overlapping the grammar school; and the school board feels a responsibility on the score of those of its school children who are capable of receiving a higher education but cannot obtain it, and is reluctantly thinking of establishing a higher grade school which will probably overlap the middle school. I am not at all clear that the charge of being insufficiently commercial will lie against the middle school, whatever may be taught to individual boys. Out of its 90 boys, 60, it is true, learn Latin, but only for four hours a week, the rest are being trained altogether in modern and commercial subjects. Besides, it is an organised science school, and is technicalised to some extent by the South Kensington syllabus, so much so that its curriculum has been interfered with, and it is now proposed to withdraw from the South Kensington jurisdiction. But the question of fees and exhibitions is a real one, and, if overlapping is to be prevented, a remedy must be provided. Two or three alternative remedies have been suggested. One is to reduce the middle school to a kind of upper board school and lower the fees. But I am assured that this would be unpopular in Warwick, where the social superiority of the middle school above the board school is valued by many parents. It has already suffered, I am told, in numbers from the incursion of seven board school boys per annum. Further, I am informed, that if this "de-gradation" of the middle school involved the wholesale transference of the middle school boy proper to the grammar school, the headmaster's boarding department would be seriously injured, because the social standing of the grammar school would be on a lower plane; and this is no slight consideration with the trustees, inasmuch as the only way in which the Warwick schools are kept above water is the payment by the headmaster of 700*l.* a year to the foundation from boarding fees. And if the fees of the middle school are lowered, the foundation would be in straits, for, as it is, they lose seriously on the middle school on account of the lowness of the fee, and are obliged to take the balance out of what is really due to the grammar school. The only practical remedies appear to be a subsidy from some quarter, and the multiplication of exhibitions from the board schools upwards.

Nature of overlapping.

Remedies suggested.

(*b.*) *Coventry.*

Overlapping in Coventry. Grammar school and Bablake school.

Here there is a little overlapping between the Bablake endowed technical school for boys and the higher second grade King Henry's Grammar School. The number of day boys at the latter has slightly decreased since the recent establishment of the former, some small tradesmen preferring the Bablake 1*s.* a week to the grammar school ten guineas a year. The overlapping is caused by the teaching of certain commercial subjects at the Bablake school, and the provision there, by private arrangement, for training in the literary subjects for matriculation at the London university. For these provision is also made at King Henry's school. But the headmaster at the Bablake school defends himself on this wise: "The natural London degree for my boys "is the B.Sc. If I let a boy go to King Henry's school (with "one of our exhibitions) to prepare for matriculation, he drops "his science, except a little chemistry; for even the physics "necessary for matriculation are not taught there as they are at "Bablake. He is too young (as a rule) to go to Mason college, "Birmingham, and that is too expensive, swallowing up the "exhibition in the fees required for all the subjects and for the "science he ought to keep up. Hence, by a private arrangement, "I prepare him in the literary subjects (including Latin) for the "London matriculation, instead of passing him through the "grammar school, and I send him to Mason college later on "for science work only." In commercial subjects, French and German, shorthand and bookkeeping, are taught in both schools; but as Bablake is supposed to be commercial as well as technical, that school can hardly be blamed, and King Henry's school can still retain its function of furnishing boys intended for business with a more general and liberal education. But the effort to teach London Matriculation literary subjects side by side with the South Kensington syllabus and such science as it is advisable the boy should keep up with a view to his B.Sc., must often seriously incommode the ordinary English subjects, which, for a boy of the Bablake age, should not be neglected. It looks as if the attempt to maintain the special science work—whether at Bablake or at Mason—*pari passu* with London matriculation and the ordinary education, made the boy's time-table rather too full, and as if it might be wiser to leave the special science alone for a while, and gather up the old threads afterwards. Hence King Henry's school might do the future B.Sc. good rather than harm. But there is no doubt that the laboratory and ordinary science work at the grammar school needs developing, not with a view to competition with the Bablake school, but with a view to a liberal education, and then the future B.Sc. will not "hang up" more science than want of time demands. Such development can scarcely be effected without a subsidy from some quarter.

Technical institute does not overlap at present.

The county council of Coventry has a technical institute of its own, supported by 500*l.* from the local taxation grant, by a penny rate (bringing in 800*l.* a year), and by a grant from South Kensington, and maintained at a cost of 1,500*l.* a year. This

cannot be said to overlap at present the Bablake school or the grammar school. Its classes are all evening classes, except the classes in horological and textile work, and its technical work is distinctly with a view to trades. Its pupils are chiefly apprentices and working people of both sexes. It has likewise a large class in hygiene, and certain pupil teachers who find evening classes convenient make use of the technical institute. Overlapping would no doubt begin if the technical institute started day classes and charged little or nothing for them; it would thus, with rates and local taxation grant behind it, compete unfairly with the Bablake school.

(c.) *Birmingham.*

Overlapping in Birmingham.

There is scarcely anything in Birmingham itself worse than the thin end of the wedge; but the wedge may be driven further, unless due consideration be exercised.

Higher grade and grammar schools.

The higher grade schools already to some extent overlap the grammar schools. The average age at which board school children pass up to the grammar schools is a little over 11. Board school children may enter the higher grade schools after they have passed standard VI; and, if the children have any ability, this often happens at 12 or 12½ years of age. They can then have 1½ or 2 years in standard VII, *i.e.*, under the Education Department, while they are working also at technical subjects under the Science and Art Department, and, whereas at the grammar schools the maximum age is 16, at the higher grade schools there is no maximum. First of all, then, there is overlapping in age between the higher grade schools and the grammar schools. This, however, need not be mischievous, and is often, as will be seen presently, rather advantageous to the grammar school than otherwise. There is also some overlapping in work, but, if it be allowed that some overlapping at the fringes is inevitable, the overlapping in work is not, perhaps, as yet, more than is excusable. For example, in both kinds of schools science is taught, but in the higher grade schools it is rather with a view to practice and application, as in the case of mechanics and steam; in the grammar schools it is more in the regions of theory and principle, as in the case of physics and chemistry, with a view to liberal education and general expansion of the mind. The usual English subjects are taught in both, including history and geography, but at the age at which children enter the higher grade schools, it would be impossible to dispense with English subjects or allow them to rust. Moreover, history does not appear at present in the technical or commercial curriculum of the higher grade schools after the first year, and the geography is described as commercial. Mathematics is a subject in both, but again, in the higher grade schools, mainly with a view to industry and commerce. It is in the commercial region where most overlapping occurs. French, for instance, is taught in the higher grade schools. Would it not be better, it is asked on the grammar school side, that the higher grade schools should confine them-

In age.

In work.

selves to industrial subjects, and leave commercial subjects to the grammar schools? In this way the higher grade school (it is suggested), with its scientific standard, its excellent equipment and growing popularity, would do a grand work in restoring to manual labour its old dignity and making that dignity more dignified than ever before. On the side of the higher grade schools it is urged that one of the most effective blows is dealt on artificial class distinctions when children are trained for labour, commerce, and profession within the same four walls. But under such a system there could be no gradation at all. The practical question is how to get each kind of work done best; and this question cannot be answered satisfactorily by setting all schools to teach all things. But still there is the difficulty of drawing such a distinct line between labour and commerce as to ordain that the boy whose destiny is to keep the books in some little tradesman's shop is not to be taught book-keeping at the higher grade school before he is 14. And does the grammar school, with its wider outlook opening out upon the local college or university desire to teach book-keeping? After all, book-keeping is fairly a technical subject, and, with the deliberate multifariousness of the systems pursued in the different business houses, grammar schools may well be content to be rid of a subject the teaching of which is not altogether free from unreality. But French also is technical to some extent. It is, no doubt, a clerkly and a commercial subject; so also is shorthand. But both are called for in labour relations; for instance, in labour conferences, in communication between workers in one country and another, in connexion with working men deputations to international exhibitions, or when working men, often in large numbers, go to view the products and inventions of other countries. Besides, commercial French is not literary French, and the former may well be made a feature (based on grammar) in higher grade schools, of course in a preliminary or lower school way, like the industrial subjects. While the industrial training prepares for the technical school proper, the training in French leads (in Birmingham) to the Midland institute evening classes, with which the technical school does not propose to compete. It may sometimes be rash to cry out, "Here is overlapping," when certain subjects are discovered to be taught: true overlapping concerns rather the extent and the manner of the teaching. And, after all, some small indulgence may well be yielded to technical teachers, some of whom have, in my hearing, lamented the impossibility of extorting real education out of technical subjects; a belief which is perhaps worth recording.

Danger of overlapping.

But if the higher grade school becomes ambitious and aims at the professions through such avenues as the London university matriculation, it may justly be charged with trenching upon the province of the grammar schools, and competing with them at an unfair advantage. For the higher grade school at Waverley Road (the only school just now with a commercial course) is free; and it may be questioned whether, as things are, public money should be used for gratuitous higher education when it is still possible

to charge fees for extended education, and when scholarships can be and are provided out of endowments for clever impecunious boys whose education it seems worth while to continue. Free education from top to bottom is the only logical issue of such a policy, especially when there is no maximum age in the higher grade free schools. Those who are quite prepared for this policy cannot, of course, see anything unadvisable in the step which would be taken towards it if higher grade schools extended their curriculum (as in some towns they already do), and so offered free education for the professions up to 17 or 18 years of age. I understand that the headmaster of Waverley Road school, inheriting his traditions from Scotland and from the higher grade school at Leeds, is at least hoping to be able, as his school grows, to prepare for the London matriculation.

Open overlapping at Aston.

In Aston, which has a school board of its own, the Albert Road higher grade school professedly and indifferently overlaps the adjoining King Edward's schools, preparing for the "College of "Preceptors, Oxford Local, and London Matriculation Examina- "tions," and placarding the walls of Aston with bills to that effect. But this may be part of the Aston policy of proving Aston's self-sufficiency as against the Birmingham policy of unification.

Justification of higher grade schools.

A higher grade school for children up to 14 or 15 years of age is justified by the Birmingham school board on the ground that a large and increasing number of quick children pass through their standards soon after 12; that the elementary schoolmaster has then done with them; that the parents may not wish to take them away, and that it is not good that they should be taken away. Some may say: "Send them on to the grammar schools." But they may be intended for artisan life or the lower branches of the commercial life when or before they are 14. The grammar school would not thank them for a year's presence, and, from the lack of continuity between the board school and the grammar school, they would not fall into shape within that time; they ought to enter the grammar school not much later than 11. Are they to be schoolless, or must they go to the wrong school? The board say: "It is better that we should finish such a boy ourselves; "let us give him the best education his time and previous training "will permit, in such subjects as are adapted to him and to his "future." Or the difficulty may take another form. Boys and girls may remain in the standards at elementary schools till 13 or 14, and then they may pass, as many have passed, and with scholarships, into the grammar schools for a year or so. Thus they are neither very young nor necessarily clever, for though, by regulation, age handicaps somewhat in the competition, yet plodding children, with the advantage of years, will nevertheless frequently step into scholarship rank when they leave the board school, not less so because the "elementary" proportion of scholarship-places at the grammar schools must be filled up, even if abler non-elementary candidates are thereby left out in the cold. The headmasters and headmistresses of the grammar schools, especially

those contiguous to Bridge Street boys' higher grade school (which is mainly industrial) and Waverley Road boys' and girls' higher grade schools (which are both industrial and commercial), are congratulating themselves that they are being saved from many such undesirable scholars, who were often kept at the elementary schools, for various reasons, till they had passed standard VI. And, as a matter of fact, the number of desirable candidates, as well as the number of candidates generally, remains much the same at these schools in spite of the higher grade schools close by.

Yet a danger.

On the other hand, there is a danger that parents, if they see their way to gratuitous commercial and even professional education, easily obtained at Waverley Road, up to the ages of 16 or 17, may more and more frequently decline to send in their sharp boys of 11 for scholarships at the grammar schools, where, even if the scholarships are obtained, books (however much cheapened by lending libraries) and perhaps games, cost something; and may prefer to send them to such schools as Waverley Road, where entrance is certain and the cost practically nothing. Or, again, "non-elementary" parents may, as in some cases they already do, send their children, by way of the board schools or not, to Waverley Road for similar reasons. Class feeling is no effectual preventive, for in Birmingham it is becoming less and less operative, whether for elementary or for higher grade schools. It is admitted, even by the Birmingham school board, that for these reasons things will want watching, lest public money be needlessly spent on advanced education and lest the work of the grammar schools be largely overlapped. So long as the present excellent situation in Birmingham continues—the best educationalists being connected with the management of all, or nearly all, the various educational institutions—there is no real danger, I think, of mischievous overlapping such as is arranged for at Aston. If, however, any of these educationalists began to make hobbies of certain institutions, such as the higher grade schools, then the danger of overlapping would be much more serious, and the grammar schools might (as in Manchester) suffer by competition fostered at the public expense. It is in such cases that a district authority, with power of co-ordination and of providing (where necessary) for deficiency in any grade, would be very useful in preventing waste and disunion.

Alleged deficiency of places in King Edward's schools.

Another justification of the establishment of these higher grade schools is sometimes offered, though not by the Birmingham school board; and on this I may be allowed to say a word or two. It is alleged that these schools are called for because King Edward's foundation is unable to cover the ground; and the evidence is adduced that that foundation is unable to admit more than 37½ per cent. of those who apply. But this calculation is very misleading. For, first of all, it is the unanimous testimony of the headmasters and headmistresses of King Edward's schools that if they went much, or at all, below the present line of admission, they would find themselves among those candidates who are quite

unsuitable for the grammar school or high school curriculum. They all agree that admissions and scholarships ought not, on the whole, to go lower. That is to say, the vast majority of those who apply and are rejected, ought not to be in King Edward's schools. In the second place, from the 62½ per cent. of rejections at any given admission examination, must be further subtracted those, or most of those, who fail to enter the high schools; for statistics show that nearly all these are subsequently provided for in the grammar schools. In this case there are two applications to one admission; and, if any candidate is rejected for both, he must not be counted as two rejected candidates. This last demurrer applies also to all the cases of repeated candidature for the same school or grade of schools; it is one boy that is rejected two or three times, and not two or three boys. Finally, not only are unfit candidates presented, but the parents often know that they are unfit: they only desire (and they say so) that their children should practise the examination and learn what it is, that they may gain confidence and readiness. If all these considerations are taken into account, the mountain of 62½ per cent. of rejections becomes a very small hillock indeed; and the conclusion appears to be that, in extending the system of higher grade schools, the school board will be wise not to overlap the curriculum of King Edward's grammar schools for the sake of those who are, apparently, unsuitable subjects for grammar school education.

High schools and grammar schools.

Signs of overlapping are not entirely confined, however, to the two grades just mentioned. Care may have to be taken to prevent the overlapping of the high schools by the grammar schools. The inducements are strongest in the case of the girls' grammar schools, in some of which the education given to the head pupils differs very little from that at the high school. At the top of one grammar school I found girls learning three languages, Latin, French and German, with special science and mathematics. But this is, partly at any rate, unavoidable. Girls have fewer business openings than boys, and hence, even before they are 16, their education is almost necessarily more general, and more frequently on the lines of the teaching profession. It is chiefly, I think, in the effort to prepare girls as completely as possible for taking up quickly and effectively the high school curriculum, or in the necessity laid upon the headmistress to find educational material for certain senior girls, that this overlapping occurs. Still it might in the former case be allowed to go so far as to injure the more elementary English stages which are the special function of the grammar school.

As to the boys' schools, the charge may be made that there is unadvisable overlapping in age; that the high school has too many young boys of eight and nine who would be better at the grammar schools, and too many boys who leave at an age not later than the grammar school maximum, *i.e.*, 16. It looks, therefore, as if the high school was not, in these respects, fulfilling its true function. But in both these cases the evil is almost

inevitable, nor is it altogether without palliation. The social prestige of the high school tempts many parents to send their boys to it for their whole school course, in spite of the higher fees. The headmaster expressed to me his constant astonishment at the number of such boys; but, after all, they reap some solid advantage. Their course is quicker, they spend more time on high school subjects, and at 16 they are, or ought to be, in advance of a grammar school boy of the same age; and hence many more are ready at 16 for London matriculation than at the grammar schools. If parents are ready to pay for this, there seems no sufficient reason why their wish should be thwarted. The second case also is difficult to deal with. The social feeling is again partly to blame. Many boys, as well as girls, are sent on from the grammar schools to the high schools for a year or two by their parents, by means of scholarships, in order that they may have upon them the high school stamp, and be able to say they have been there. Perhaps some of these birds of passage, whose aim is simply to brighten their plumage, might be driven back by the requirement of a time guarantee. But very often the parents have by no means as yet determined to take their children away early, and such a guarantee is one whose fulfilment cannot, in the end, be exacted at an age when business openings often suddenly present themselves, and parents feel bound to take advantage of them. It is something to be able to record that the great majority of foundation boys at the high school attain the highest "block" in mathematics, though they do not attain the highest classical form. But it is not quite satisfactory that while the average age of entrance into the high school is 11·2, the average stay is only about four years. Those who leave early are mainly scholars who have come originally, through the grammar schools, from elementary schools, and they have often been admitted, not because of any striking promise, but because the elementary free places must be filled up, and the candidates were not actually below the standard required.

High school and Mason college.

A certain amount of overlapping takes place also between the high schools and Mason college. On the one hand, Mason college has not yet quite ceased to prepare for London matriculation; this elementary stage is hardly a function of such a college, but it is easy to understand the difficulty of eliminating it altogether. Boys and girls who have left school and want to matriculate cannot always, with prudence, be sent to the evening classes at the Midland institute, and Mason college may not like to shut its doors upon them. Still, in this respect, it is overlapping the work of the high and grammar schools. On the other hand, Mason college might retort that the high schools prepare for the intermediate London examination, and keep their boys and girls for that purpose up to 18 and 19. The girls' high school goes so far as to prepare for the B.A. degree. Mason college can also plead that while it is the natural higher place of education for grammar school boys and girls leaving at the age of 16, such boys and

girls are tempted to the high schools by the scholarships, of 30*l.* or thereabouts, which have been decided to be tenable at the high schools as "places of higher education" on a level, for this purpose, with Mason college, and which almost certainly go bodily into the scholar's own pocket, as such a scholarship boy or girl is practically sure of becoming a foundationer also. At Mason college, on the contrary, the 30*l.* would be swallowed up in fees. But there is something to be said on the other side. It is not always good, it may often be bad for boys and girls at 16 or 17 years of age to be freed from the discipline of school life and sent, with a kind of undergraduate status, to the lectures of a local college. (This may be affirmed with full recognition of the unexceptionable tone which Miss Cooper's special experience enables her to attribute to past girl students who have attended college after, as seniors or prefects of their school, they have acquired a sense of responsibility.) Moreover, it is often highly advantageous to the pupil to remain at school till he or she has risen to the responsibility of the highest form; and advantageous also for the school to retain its experienced pupils at the head of the school and the school affairs. It is almost too much, under all these circumstances, to expect a headmaster or mistress to say, "I recommend "you to leave us and go to Mason college." Then as to the 30*l.* scholarships, they may last three years and often (by being saved) serve as a bridge to Oxford or Cambridge, for which universities the high schools more definitely prepare than Mason college. The fair conclusion seems to be that there is overlapping here, with some good reasons for it.

Municipal technical school.

It remains to consider the position of the municipal technical school, which is at present located in certain rooms of the Midland institute, Paradise Street, with a machine-shop in the adjoining Baskerville Place; but will before long be in occupation of nothing short of a technical palace in Suffolk Street. At present this does not overlap any institution where teaching is given in the daytime, its classes being evening classes only, attended mainly by apprentices and workpeople. It does not overlap the Midland institute, though the classes there also are held in the evening; for the technical school took over the Midland institute science classes, and left the literary and commercial untouched. It does not overlap the continuation schools, for it teaches no literary subjects, nor does it profess to continue elementary education, and though it has preparatory classes in mathematics and science they are classes with an industrial aim; and training even in pure mathematics and science could not be left to continuation schools unless these schools were very much developed, systematised and improved.

Technical day-school and the higher grade schools.

But it is determined that a technical *day* school shall be started in 1895. Will not the technical school then overlap (*a.*) the higher grade schools? Yes, if it lays itself out for the elementary workshop practice, the training of hand and eye by iron work and wood work, which is the workshop practice of the higher grade

schools. Or if it lays itself out for elementary work in pure science and mathematics, and does not regard its preparatory classes as simply a concession to necessity. One safeguard, however, lies in the gratuitousness of the higher grade school and the fee (small though it is) of the technical school. Those boys and girls who, being unoccupied in the daytime, are able to go to the higher grade schools for preparatory work, will almost certainly prefer to go where there is nothing to pay. Some encouragement is given already to boys by the technical school authorities to remain at the higher grade school till 14 years of age, six scholarships tenable for two years being offered annually to boys under 12 belonging to public elementary schools in Birmingham: these afterwards become scholarships of 15*l.*, tenable for two years, at the municipal technical school; and the technical school will be quite in place if it takes up the technical training of boys and girls from 14 years of age.

or the grammar schools;

Will it overlap (*b.*) the grammar schools? Of course not on the literary or commercial side, for these are not to be its function. Nor will it overlap them, necessarily, in any way; for such principles of science and such mathematics as are taught in the grammar schools are taught not for purposes of industry, but for purposes of cognition, and with a view to a liberal education. These could not be relegated by the one institution to the other; but a good grammar school boy could pass on to the technical school all the more intelligently at 15 or 16 because of his previous training, and would be able to dispense with the preparatory classes. And what is true of the grammar schools is still more true of the high schools, with their training for the professions and the universities. Grammar school and high school on the one hand, and technical school on the other, will each have its place: many may attend occasional day classes at the technical school who could not spare the whole day of a schoolboy; and a schoolboy could not, for many reasons, be transferred for an hour now and then to the preparatory classes of the technical school, even if in method and in fulness they satisfied the course marked out for him. The danger of needless overlapping is very slight indeed in this case.

or Mason college.

(*c.*) Will it overlap Mason college? Here there is far more danger ahead. At the present time ex-higher grade pupils, ex-grammar school, and even ex-high school pupils proceed, or can proceed, to Mason college for further science, mathematics, electrical engineering, and the like. But the fees at the technical day school will be lower than at Mason college, and the equipment will be more complete; for the technical school will have the advantage over Mason college in a local taxation grant of nearly ten thousand a year, and a rate behind that, if necessary. It looks very much as if the technical day school might cut this ground from under the feet of Mason college. Why should the college then attract any pupils to classes of this kind in the daytime? Will the professor at Mason college who carries instruction in

electrical engineering up to the highest point lose all his pupils to the technical school, as some prophets are already predicting, without dissatisfaction or concern? The danger is foreseen, and there is a sincere and mutual desire to avoid it. But the desire must be strengthened by whole-hearted sympathy with both institutions. One guarantee is the strongly representative character of the technical school committee. The chairman of this committee is likewise a governor of Mason college. The education sub-committee, also, is presided over by the principal of Mason college, and has a professor and a governor of the college as two of its members, and other members are men of wide views, who take deep interest in the organisation of education. The preventives at present suggested are these:—(1.) A limit of age upwards for the technical school. If this school admits or retains pupils up to 19 years of age, it will crush the corresponding work at Mason college, and "lop off the topmost branches" of study—the high research which is the special function of such a college. Let the maximum age at the technical school be fixed at 17, and the college function will still remain. The continuing and probably the best students would then pass from the school on to the college for a higher course leading to research and invention; and some whom the technical school had tempted by cheapness from Mason college at the earlier stage could be sent up at the later stage to Mason college with scholarships, being enabled, as they otherwise would not have been, to follow up the higher course which Mason gives. (2.) Special stress laid by the college on this higher course. In this way the college would shed many of its less advanced pupils upon the technical school, and would be freer to devote itself to higher things: courses for the scientific professions, for example, or the training of teachers in these and other regions. Preventives.

Mason college is already stretching out feelers in the direction last mentioned. The Birmingham training institution for women elementary teachers is now connected with Mason college to this extent—that these teachers go to the college for their French. The project is to put this institution under the control of Mason college, to add classes for men elementary teachers, and for secondary teachers of both sexes, and finally to appoint a professor of education. Special functions for Mason college.

There is another line which this college might with advantage be allowed to pursue without competition or interference. It might train young master-manufacturers and directors in the daytime, just as the technical school trains artisans and foremen in the evening. If masters and directors were to send their sons and "apprentices" (if we may so call them) to Mason college in the daytime, they would help to maintain day classes of a special order which the technical school need not feel itself called upon to provide.

There seems little danger that the preserves of all the educational grades will not be carefully and sympathetically guarded, if the happy traditions of Birmingham educationalists are sedulously Conclusion.

maintained, and the best men continue to be found interesting themselves in all the institutions. This is a form of overlapping to be urgently desired and warmly encouraged.

SECOND POINT OF INQUIRY AS DIRECTED.

"2. *The extent to which Secondary Education is in your district now supplied by proprietary and private (including preparatory) schools, and the effect upon the growth and development of such schools of the existence or state of efficiency of endowed schools in the same neighbourhood.*"

Information on second point.

The proprietary schools in Warwickshire are as follows:—

Proprietary schools.

Birmingham and Leamington.

Birmingham: Edgbaston High School for Girls, pupils 160, accommodation 200.

Edgbaston Church College for Girls, pupils 230 (including kindergarten), accommodation 300.

Leamington: Leamington College (Boys), pupils 52, some boarders, accommodation 160.

Leamington High School for Girls, pupils 125, 8 boarders, accommodation 150.

These are excellent schools for the purpose for which they are designed, viz., to give a first grade education leading directly to university or university examinations. No serious fault can be found in any case with the staff, the teaching, the examinations, the buildings, or the premises generally; for though Leamington high school is so situated that a contiguous playground is impossible, it has considerable compensation in a fine gymnasium, and there are tennis grounds at the boarding-house. The tone everywhere is that of the best public schools. The schools have gained honours for themselves in the recognised public examinations, and have without doubt done much to raise the education of the localities in which they have been planted. So far as there is any limitation to the development of any of these schools—I refer mainly to the two Leamington schools—it arises from the insufficiency of capital or income for the extension of their operations. These proprietary schools have neither endowments nor subsidies, and are entirely self-supporting. The fees must therefore be fairly high, and range from about 12 guineas per annum in the girls' schools to 30*l.* in the boys'.

A few remarks may be made on the schools separately, more particularly in answer to the latter portion of the question at the head of this section.

Edgbaston high school for girls.

(*a.*) *Edgbaston High School for Girls* was founded in 1877 as a first grade girls' school for all denominations; no conscience clause is necessary, the religious teaching being at the option of parents, and given without extra fee in the afternoons. It is a sufficient and most excellent supply for the families in Edgbaston and its neighbourhood (with a few at a greater distance) able and willing to pay a fair fee, and not desiring that special denominational religious teaching should be given in school hours. It is freely used by Jews and Unitarians, but not by any means by these alone; and Americans French and Germans not unfrequently attend the school

for a time. Thus it has acquired international relations. There is little doubt that the numbers of this school (which have not decreased) would have grown considerably but for the subsequent opening of King Edward's endowed high school for girls at lower fees, which is also, broadly speaking, undenominational but has religious teaching definitely in its curriculum; and but for the establishment of the Church of England girls' college in the immediate vicinity. The fee at King Edward's School is 9*l.*, while the balance of the whole cost of education, estimated at 20*l.* each pupil, is covered by the endowment. The Edgbaston high school, with fees from 12 to 20 guineas, must pay its own way. It is only human nature in many parents to prefer the lower fee, even though the girls must be educated in the centre of the town, without playground or playing field adjoining. So far the numbers, as I said just now, have not decreased; but if King Edward's governing body ever saw fit to establish a similar high school with lower fees in Edgbaston, the chances are that the Edgbaston school, despite its great merits, would suffer in some degree, and might, just possibly, be stamped out. Under such circumstances one class of parents at any rate would cease to be supplied: those who do not care to send their girls to a low fee school, and who would then be driven to return to the old fashioned and inadequate private boarding school, the girls losing thereby their public school life with its greater mingling of classes, its greater variety, its higher training to responsibility in its upper forms, its societies, and its traditions. It is easy to say that the parents ought to be content with the low fee school; but they will not, and facts and their consequences must be faced. It is harder to find a remedy: whether any good can be done by raising the King Edward's fee above 9*l.* and at the same time raising the value of the scholarships, is doubtful. But it seems worthy of consideration whether those parents who are ready to pay for a good education, not only in its essentials but in its accessories,—the luxuries of education, as they have been called—should be deprived of the opportunity by the underselling of those schools where the luxuries can be obtained with the least corresponding detriment to tone and spirit.

Edgbaston Church of England college.

(*b.*) *Edgbaston Church of England College.*—This was founded about 10 years ago, and is a distinctly Church of England school, as its name denotes, under Church of England government, with the Archbishop of Canterbury as visitor and the Bishop of Worcester as president. Its religious teaching is therefore in accordance with Church of England doctrine, and includes the church catechism. There is a conscience clause, but very few pupils of other denominations have ever attended the school; I believe, however, that the conscience clause has not been altogether dormant, having been used in times past by one or two Baptists and Roman Catholics. This school seems to be all the supply required (and a most efficient supply it is) for the more distinctively Church of England demand in and round Edgbaston on the part of those parents who are ready to pay much the same fees as

at the Edgbaston high school. Its numbers suggest that it has not been affected so much as the latter by the girls' high school on King Edward's foundation.

How far both these schools contribute to the general Birmingham demand has been previously discussed. Neither of the schools is full, though the numbers are large, and I think it may be fairly concluded that no further supply of this kind of school is required in Birmingham.

Leamington boys' college.

(*c.*) *Leamington College* (*Boys*).—This college (or part of it) was built in 1848, but bought and reconstituted in 1867 by business and professional men in Leamington, partly to provide education for their own boys, but still more that it might attract to Leamington residents of a prosperous class. It has seen many vicissitudes, chiefly owing to the divers qualities of its different headmasters. The last headmaster but one (now the headmaster of Tonbridge School), raised it to an unwonted pitch of prosperity, and under him it contained 150 boys. Now, however, with about 50 boys, it is once more in low water, though there is good hope that under the recently elected headmaster it will rise again; but he is hampered by the insufficient capital of the company: larger capital is needed that the modern side of the school may be more completely developed. It is intended primarily as a day school for the sons of the Leamington higher class, but boarders are indispensable, or the equipment of the school cannot be maintained. The calculation is that from 60 to 100 day boys are generally available in and round Leamington at the 30*l.* fee, and as the school once had 150 boys (including boarders), there seems no reason why, especially in a town of Leamington's sanitary reputation, that number should not again be reached, unless it be that, as far as boarders are concerned, it is commoner than formerly for the wealthier parents in Birmingham and Warwickshire to send their sons to Rugby or the more distant public schools. I am told that the proximity of Warwick endowed grammar school affects Leamington college very slightly. Those parents who could pay the Leamington fees scarcely ever send their boys to Warwick. There would appear to be room for both, as Leamington aims at a *clientèle* among a richer class. But if Leamington college dropped its fees and sought to compete with Warwick school, it would probably collapse altogether for want of endowment: it might and doubtless would increase its numbers, but it would drive away those on whose money it depends. Leamington college clearly contributes to the supply of Leamington; there is a class in Leamington that calls for it, though its exclusiveness may not be altogether commendable; and what with Leamington college within easy distance of Warwick, and Warwick grammar school and middle school within easy distance of Leamington by rail and tramway, there seems to be no solid reason for saying that the supply is inadequate. The united populations of the two towns amount to about 40,000. At the rate of eight boys per 1,000,* 320 boys

* *Vide* p. 7, last line.

would be candidates for secondary education. As the case stands now, something under 200 local boys are actually in attendance at the three schools. But Leamington college could take 100 day boys, Warwick grammar school 70 day boys, and Warwick middle school about 150: altogether 320. Thus, if Leamington fees were not so high, there would be accommodation for all. But if the Warwick endowment were so assisted as to enable the headmaster to dispense with the necessity of taking so many boarders from all parts of the kingdom and contributing 700*l.* a year out of his boarders to the funds of the schools, the accommodation for day boys could there be augmented by at least 50; and if the Warwick middle school were enlarged, as it could easily be, there would be ample room for all boys of a secondary grade and all the scholars likely to be sent up from the board schools of Warwick and Leamington taken together; and then the high fees at the college need be no difficulty. And the private schools have not been counted in, nor the boys sent away from home, probably a goodly number in the case of Leamington.

Leamington high school for girls.

(*d.*) *Leamington High School for Girls.*—This was founded by a company of Leamington residents about 12 years ago, through the influence of Miss Kingsley, in order to introduce into Leamington society the education and the tone of girls' public schools, and is most efficiently doing its work. It has now 125 pupils, an excellent staff, and a record of honours in University local examinations, as well as of excellent reports in connexion with the yearly examinations of the whole school by the Oxford and Cambridge joint board.* Like the college and the Warwick schools for boys, this and the Warwick school for girls fairly cover the ground, the former charging the higher and the latter the lower fees. The two schools together number about 300 pupils. and can easily accommodate nearly 100 more, *i.e.*, together, 400, in comparison with a probable "secondary" girl population of 320. No doubt it would be convenient to Leamington to have cheaper girls' and boys' schools actually within its own boundaries, but the communication over the two miles by rail and tram is so perfect that new schools would be a mistake, and would probably make all the schools a financial failure.

Supply for surrounding district.

If we take in the 7,000 or 8,000 of rural population within four or five miles radius of Warwick and Leamington, assigning Kenilworth in the proportions of one-third to Warwick and Leamington and two-thirds to Coventry, because of the inconvenient situation of the Milverton (for Warwick) station, we find that there would be accommodation in the Warwick and Leamington public and proprietary schools for 10 secondary children per thousand of the population.

Private Schools.

Warwick and Leamington

In endeavouring, under much difficulty, to show how far secondary education in Warwickshire is supplied by private

* Since the above was written, this school has achieved the unparalleled success of five first classes at one time out of 21, in the Cambridge Senior Local Examinations, one of the five girls being likewise second in the list. The pupils now number 135.

schools, it will be convenient to begin with the towns just mentioned, Warwick and Leamington. It might be inferred, from what has been already said, that the endowed schools of Warwick and the proprietary schools of Leamington have swept the field of day boys and girls in these two places. In Warwick this is absolutely true; for in Warwick there are now no private schools for boys or girls. In Leamington, however, private schools still exist, and some of them are flourishing. Those for girls are strong chiefly in boarders, the day pupils in all of them together not numbering, as far as I can ascertain, more than 100. In these girls' schools I have counted preparatory schools but omitted those to which, as very cheap schools, pupils are sent simply in order to avoid the board or denominational school, their natural place of education. This class feeling, oddly enough, still lingers low down in the social degrees in Warwick and Leamington. I suppose that the higher air being laden with it, it descends like the sooty particles in more active centres of industry. I was informed by the proprietor of a private boys' school in Leamington, which draws its day pupils mainly from the smaller tradesmen class, that his numbers had sensibly increased (and this I believe to be a fact) because parents were objecting to send their boys to the Warwick middle school, where they would meet with half a dozen boys a year (perhaps mostly schoolmasters' children) who had passed on with scholarships from the elementary schools. And I was also informed (but not by the proprietor) that from the same private school one boy had been practically drummed out because the tradesmen's sons would not be contaminated by the presence of an artisan's son. At a private conference which I was enabled to hold in Leamington with some of the proprietors of the private schools through the kind offices of one of them, I discerned a reluctance to entertain the idea of receiving scholarship pupils from elementary schools, lest the status of the private school should be affected, and gentlemen and ladies should take their children away. Two or three were obviously contemptuous towards the "ladder," and one of them openly deprecated the superfluity of education in the country. I can speak, of course, only for those who attended; but I presume my statement would not misrepresent some who were purposely absent on the ground that their schools were not "secondary" but "finishing."

Girls' schools.

Class feeling.

Boys' schools.

As to the boys' private schools, the number of day pupils is also about 100, with the same inclusion and omission of schools as before in the case of girls' schools; but the boys' schools are fewer. The only boys' school of any size and importance is a commercial school with about 65 day boys and 40 boarders, at a fee for day pupils of eight guineas per annum. The buildings comprise a large private house for older pupils and a smaller one adjoining for little boys. The proprietor is an F.R.G.S. and an F.R.A.S., and his chief assistants are a Cambridge passman and a Dublin undergraduate. His prospectus is accompanied by a very long and very mixed list of successes obtained since 1880, consisting almost entirely of second and third class passes and instances

where the examiners have been satisfied ; the great bulk being third class passes and cases of "satisfied examiners" in connexion with the College of Preceptors. The chief distinctions have been one in zoology in the Cambridge local examinations in 1881; the Royal Geographical Society's silver medal in political geography, and a first prize for natural science given by the College of Preceptors, both obtained by the same boy ; and an "honours" in natural science at Cambridge, no class being mentioned. From what I could hear about the school I have no doubt that useful commercial teaching is given, but on the literary side little comes to the surface except a special certificate for English history.

There are two or three preparatory boys' schools in Leamington, but they are mainly boarding schools and small; one, however, (with only six boarders,) has as many as 43 local pupils, at a fee of from 15 to 20 guineas, and is managed by a Cambridge graduate apparently after the fashion of most schools of the kind, except that some of its pupils (none of whom are over 13 years of age) have passed the junior examination of the College of Preceptors. The local function of the preparatory schools may sooner or later be affected by the recent establishment of a junior department at the college.

Not necessary for supply.

Speaking of the private schools of Leamington in a general way, I should say that they can hardly be considered requisite for the local supply. There is supply and there is efficiency without them. They are mainly girls' boarding schools; and while it is true that these have a day contingent, it is impossible to gauge the value of their actual contribution to the local supply, without taking into consideration their efficiency, and this is again almost impossible without a careful examination and inspection. Some of them compete, and compete successfully, in certain of the public examinations, but almost entirely those of the College of Preceptors and the Trinity college of music. Judging as well as I can from their common repute, from their prospectuses, and from such communication as I have had with them, I should hesitate to pronounce that the education at more than one or two of them is at all systematic or efficient, whatever personal and maternal care may be expended upon health and morals. I could say with more certainty that their educational standard has been forced up in some degree by the work of the high schools for girls in Leamington and Warwick.

Stratford-on-Avon. Boys' schools.

Besides the efficient grammar school for boys in Stratford, there is a private school, called Trinity college, of which I have previously spoken, considerable in its buildings and in its reputation, and founded as a hobby by Dr. Collis after he retired from Bromsgrove. It is practically a school for the civil service, and its curriculum is arranged according to the syllabus of the civil service commissioners. From this point of view it seems fairly efficient both in staff and in system, and it can publish a list of successes, though the effect is not a little prejudiced by the inclusion of insignificant "honours." The prospectus states that the college is intended for the "sons of gentlemen," and the headmaster believes that the prosperity of the school depends on

the fulfilment of this intention. Hence, I suppose, the unique feature in the prospectus: the names of the boys past and present are printed along with the names and status of their fathers. Four pupils only of a lower grade came to my knowledge, two pupils from a charity school in Yorkshire, who took firsts in the Cambridge local examinations; the third a London greengrocer's son, who now occupies a high position but whose father's status was never known to his schoolfellows; and the fourth a present pupil, the son of a prosperous hotel keeper in Stratford, whose boy, on entrance, gave as his address not the hotel, but the number of the street, and whose presence in the school causes no little soreness among boys and parents. As the headmaster candidly said to me, though of course not speaking from his own personal point of view (he is the victim of circumstances): "Boys of lower "position must come from unknown territory from which boarders "are not drawn." It is in this way that Trinity college affects the grammar school. Something like 20 day boys attend the college from Stratford itself, paying 21 guineas a year, or, if in the preparatory department, 13½ guineas. They are the sons of Stratford "gentlemen" and professional men and the like, who regard the college as the gentlemanly school; and a Stratford mother of this class, on one occasion, when charged with sending her boy to the grammar school, replied, "I hope my son will "never come to that." I may therefore fairly conclude that Stratford and neighbourhood contributes in the 20 day pupils about as many as, under the circumstances, it will be allowed to do. Trinity college can scarcely be called a substantial part of the local supply.

It is otherwise with the school called the "Commercial school." This, besides about 30 boarders paying from 25*l.* to 35*l.* a year, has about 50 day boys at a fee of 4*l.* to 6*l.*, about a fourth of them coming from elementary schools, and very few staying later than 15 years of age. It competes with the grammar school in its lower stratum, so that it is hard for the grammar school headmaster always rigidly to enforce his rules. I am informed, on the authority of a competent university friend who examined this school some years ago, that, commercially speaking, it was then efficient, and I have no reason to believe that it has deteriorated. The headmaster is certificated from a training college, and has under him another trained teacher and an ex-pupil teacher. The school has a good record of passes in Oxford and Cambridge local examinations and those of the College of Preceptors, and is examined every year by some graduate of Oxford or Cambridge. The buildings seem good and the arrangements sound, though of course homely. The school may be fairly described as of the upper board school type, and I do not suppose that the head master is very much depressed because low fees preclude a staff of competent university graduates. The prospectus gives a list of "patrons" drawn from clerical and other sources.

Girls' schools. Of girls' schools there are two of some importance in Stratford, one frequented by the higher class, and the other by classes not

so high; the fees of day pupils being, in the former, up to Public Day Schools Company's standard. The principals in both cases appear to be competent, and to conduct their schools on good lines, the higher class school showing good successes in Oxford and Cambridge local examinations, and the other school pledging itself to confine the staff to certificated teachers; but in neither case could they easily afford to admit pupils from elementary schools in any noticeable measure, if at all. For such girls there is no suitable secondary school in Stratford.

Supply for district.

The number of day pupils attending these five schools is about 250. The population of Stratford is about 8,500, and that of the neighbourhood within a radius of about four miles (including a small portion of Gloucestershire in Warwickshire) is about 5,500. Pupils also from more distant places could reach Stratford by rail. If we count the population of Stratford and district as about 15,000, then the number of secondary boys and girls Stratford is called upon to provide for would be, we might conclude, about 150, or perhaps rather more if we allow for the residential character of the town. But 250 are already at school, and there is no doubt that the number in the neighbourhood is not exhausted. Stratford and neighbourhood, therefore, appear to offer a considerable per-centage more than 17 in the 1,000 for secondary education, and, as far as girls are concerned, there is nothing in the shape of public supply open to all girls of ability and without distinction of class. The railway communication, moreover, with Stratford is good and is likely to be better. There are railway radii north, south, east, and west, and very soon, in all probability, there will be direct communication with Birmingham, which will bring Stratford into direct communication also with Henley and the country district between the two.

Special deficiency.

Coventry.

Boys' schools.

The private schools for boys in Coventry and its neighbourhood are practically a negligible quantity in calculating the local supply of secondary education. One school has 6 day pupils, another 11, and Binley school, founded (without endowment) by the late Lord Craven, and managed by trustees, has about 12. There is one school in Coventry the proprietor of which has just died, but it is continued by his son, where there are 35 day pupils, most of them coming from elementary schools, and seeking preparation for the examinations of the Apothecaries' Hall and Pharmaceutical Society, as well as other examinations occasionally. A list of passes has been sent to me. The school is cheap, with fees of four guineas and two guineas a year, and, as far as I can judge, not of a high stamp, the master being ready to hold evening classes, translate foreign letters, and do, in fact, anything that comes to his hand.

Girls' schools.

Private enterprise in Coventry devotes itself chiefly to the education of girls. I have met with five girls' schools, some of which seem to be fairly efficient. The principal school is of the high school type, is in good premises, and in a good situation, and is headed by an experienced teacher, who seems quite

alive to the new methods of girls' education, and her assistants are certificated and, with one exception, trained. The results achieved in the Cambridge local examinations are very satisfactory, and the school is examined annually by some outside graduate examiner. This school, though scarcely two years old, has already 60 pupils, of whom 51 are day pupils, and, its fees being high, appeals to the wealthier classes; but, though its prosperity depends partly on its social tone and Church connexion, the feeling in Coventry is too liberal to entail any disability on pupils who may be the daughters of tradesmen or Nonconformists. There is another school, on the same high school lines, with fees rising to 15 guineas per annum, which can quote fair successes in honours as well as in passes in the Oxford local examinations and at Mason college. The day pupils are 39 in number. A third school, in a good situation, but with rather narrower premises, is headed by one who has obtained Oxford extension certificates, and has a London (lady) B.A. to assist her. Here the day pupils are 33, and the fees are 10 guineas at their highest. The successes include honours in Oxford junior local examinations and a distinction in botany. A more elementary school, numbering 30, with a mixed department for young children and a kindergarten, is well spoken of for junior work. The mistress is certificated and said to be capable, and in her French she has had the advantage of foreign residence. Some successes have been attained in the Oxford local examinations. The fees at this school are rather lower than at those above mentioned. The last school calling for mention is larger, having over 76 pupils, and is senior to the rest, but far more old-fashioned and much cheaper, its fees being at the most two guineas a term for day pupils and 25*l.* a year for boarders. The premises, so far as teaching-rooms and drill-room are concerned, are not bad; but, though the headmistress is an energetic and exemplary person, the curriculum is a very restricted one, and the principal attention appears to be given to art, the art teacher holding good South Kensington certificates. On the whole, this school is not of a sufficiently modern type to be counted in the supply. Accordingly we may say that, in round numbers, not quite 150 Coventry girls are receiving a tolerable secondary education. Now, as Coventry itself has a population of about 50,000, and is a fairly prosperous town, it seems reasonable to suppose that at least five girls in 1,000 of the population are fit subjects for such education. Hence the private enterprise supply is inadequate in accommodation and is considered on the whole inadequate in quality: in fact, the strong statement was made to me by a gentleman who takes great interest in this question, that nine secondary girls out of ten have to go outside Coventry for their education. If this is an exaggerated statement, it hints, at any rate, at the general impression. I have small doubt that one or two of the schools mentioned above will yet succeed, especially the first; but it is insufficient, partly on account of its high fees, and partly on account of its inevitable exclusiveness for ex-elemen-

tary school girls in any considerable numbers. There is no girls' school in Coventry to which an educational authority could send able scholars to any great extent from elementary schools, or to which parents with very moderate means could afford to send their girls, in confidence that the education will be what it ought to be. And Coventry, with its railway communication, is the natural educational centre of a surrounding population of from 25,000 to 30,000 at least, without reaching too far towards Warwick, Nuneaton, Rugby, or Birmingham.* Deficiency in Coventry.

In Rugby again, as might be expected, there are no local private schools for boys. Preparatory schools there are, and very good ones, some four in number, but only two of them take day boys, and these very few. Rugby. Boys' schools.

For girls there are seven, but only two need be taken account of. The rest are really negligible for size, quality, or premises. Of these two, one is excellent in every way; in teaching, in staff, in tone, in tests, and in results; while its buildings and grounds are pleasantly situated, and as commodious as a private school can be expected to be. It is a high school in almost all but the name. It is exceptionally fortunate in having a constituency of Rugby masters' daughters and of the sisters of day boys at Rugby school; and hence out of the 60 day girls, 18 are between 14 and 16, and 20 over 16 years of age, and many of its pupils have not only been successful in Oxford and Cambridge local examinations, but have passed on (often with scholarships) to Girton, Newnham, Bedford college, the London school of medicine, and the Royal college of music. But the fees are necessarily high, and rise (according to the subjects taken) to 10 guineas a term. Further, apart from the expense of it, its social position is necessarily exclusive, broadly speaking, of elementary school children, and, though it has a conscience clause, it shares in the church atmosphere which unavoidably pervades Rugby, however liberal the headmaster of Rugby school may be. Yet for the higher class of Rugby girl, taken as she is, no more efficient school need be established; and it has accommodation for 50 more pupils than it at present contains. The other school is also good of its kind, and has a great reputation for music; but it is not of so high a type. Yet its staff seems well chosen, its premises are reasonably commodious, and it does good work. The class of pupil is generally lower, as also are the fees, which range from two guineas to six guineas a term. There are six pupils from elementary schools, but picked ones, daughters of country clergymen and elementary schoolmasters. This school is nearer, however, to the type of private school which could socially afford to admit a certain proportion of such children, though, if they became numerous, the constituency of upper tradesmen would no doubt be apprehensive and resentful. Girls' schools.

The fact is, then, that in Rugby and neighbourhood there is no sufficient private supply for girls from the elementary schools or Rugby deficiency.

* I believe there is now (1895) some idea of adding a girls' department to Bablake school.

even just above the elementary school class; and there is no public supply at all.

Deficiency in rest of county.

What is true of Rugby is true also of the rest of the county outside Coventry, Warwick, Leamington, and Stratford, till we approach the circle of 10 miles radius round Birmingham. Apart from preparatory schools there are practically and almost literally no private schools for boys. If anywhere there is one at all, it is so insignificant that it may be left out of consideration. A few yards over the borders of the county on the west side I visited an old-fashioned 20-guinea boarding school at Astwood Bank, near Redditch, established 43 years ago, where there are "parlour-boarders," and no public examinations, but where, as I gathered from shrewd business men at Redditch, the commercial education is not bad, and where the French and German may be good, as the son of the headmaster studied abroad. But day boys there are very few, and are not sought for. I visited another small school in Redditch itself, a school of 50 boys, sons of farmers, tradesmen, and small manufacturers, held in confined premises, but conducted by an intelligent man who is an ex-elementary schoolmaster, and has a reputation in those parts as a scientist. I believe he is a good teacher up to the more moderate College of Preceptors requirements, and perhaps even beyond them; but he lacks both scope and capital. His fees are 4*l.* 4*s.* a year. I saw a dilapidated building at Studley called the Studley grammar school, "erected" (as says the tablet over the door) "by volun-" tary contributions for the education of youth," and once supported by a charity providing for eight free scholars; but this charity was diverted by the Charity Commissioners some 20 years ago, and now the school is nothing more than a private venture, with a fee of 4*l.* per annum, and with the building as the ποῦ στῶ. Twice I tried to see the inside, but the doors of house and school were closed; the master had gone for a sea voyage and his sister was away. In a letter I subsequently received, certain successes in the College of Preceptors' examinations were quoted; but I gathered from leading people in the place, that the school is practically elementary and is insufficient for secondary education in Studley.

Boys' schools practically non-existent.

Astwood. Bank.

Redditch.

Studley.

Lutterworth.

On the north-eastern side, two miles over the border, the grammar school at Lutterworth, which I found chained up, is just being taken over by private enterprise, under the sanction of the Charity Commission, the trust having become insolvent because when, 20 years ago, it was sought to make the school a cheap county boarding school at 25*l.* a year, with day boys at 4*l.* and 6*l.*, the better classes in Lutterworth ceased to send their children. I was told by a clergyman in the neighbourhood that, if any local gentleman had sent his boy there to be among the boys of the local tradespeople, he verily believes he would have been "cut by the hunting society of the whole country side." It was a question at one time whether a new headmaster should be called upon or not.

I have before referred to a small private school at Kineton, on the East and West Junction railway, about 9 miles south-east of Warwick, established not long ago by Lady Willoughby de Broke for farmers' sons. I have not been able to see it, as the master has not replied to my letters asking for information and seeking to make an appointment; but I have it on the authority of a highly competent university examiner that it reminded him of Laodicea. Kineton.

With the exception of the districts and the schools I have mentioned, private enterprise for boys in and close to the borders of the county may be said to be non-existent; and it is noticeable, perhaps as one of the results of agricultural depression, that even where there are no endowed secondary schools, private schools are almost equally lacking.

In the case of girls there is some difference, as it is natural to expect from the fact that, outside Birmingham, Warwick and Leamington, the county presents no instance of a girls' secondary school in any public sense, whether endowed or proprietary. I have already dealt with the private girls' schools at Leamington, Stratford, Coventry, and Rugby. Elsewhere (beyond the Birmingham 10 miles radius) I have found schools at Alcester (two, with a few day pupils), at Atherstone (three, with 53 day pupils), at Nuneaton (two, with 44 day pupils), and at Coleshill (one, with 30 day pupils), but they are in no way important, and none of them can be considered as sensibly contributing to the local educational supply. Of the 40 schools of this kind—29 for girls and 11 for boys—in the county outside Birmingham as to which I have information, ten girls' and six boys' schools refrain from claiming successes in the Oxford and Cambridge local examinations; and these schools number about 270 girls and 130 boys. Hardly one of the forty is examined as a whole by competent outside examiners. Girls' schools more numerous.

Coming round at last to Birmingham, I will take first the private schools that are within the 10 miles radius covered by King Edward's foundation, but are not actually within the continuous mass of houses belonging to Birmingham and its immediate suburbs. As far as I can ascertain there are three such boys' schools, two at Sutton Coldfield and one at Acock's Green. The more conspicuous of the Sutton Coldfield schools, numbering at present 37 boarders and 26 day boys (the latter at a fee of 4*l.* to 6*l.* a term), is kept in a fine old country mansion by a father and son (the son being a London B.A. and trained as a teacher, though it is not stated where), assisted by a certificated teacher and an Oxford undergraduate, besides four visiting masters, one of the masters being advertised as a "Member of the Phonetic Society." Latin, French and German are in the time-table, but Greek is an extra. There is a workshop for 19 boys, and an elementary chemistry room, but no laboratory. No successes in examinations have been reported to me, but the hope is expressed that the Birmingham private schools. (*a.*) Within 10 miles radius but outside Birmingham. Boys' schools.

College of Preceptors will shortly make the school a centre. One of the principals in his letter to me, quotes the mortality returns to prove the hard struggle for life which is the lot of private schoolmasters, but from want of information I am not clear that, in this particular instance, any special educational or disciplinary effort contributes to the hardness of the struggle. The other Sutton Coldfield school is a fairly successful preparatory school conducted by ladies and numbering about 30 day pupils. The Acock's Green school is a commercial school, with 36 day pupils at a fee of nine guineas per annum. It pursues an educational course of its own, passes its boys on nowhere, sends in for no public examinations, has no special examinations in the school itself, and pays special attention to "the cultivation of gentlemanly manners."

Girls' schools.

Of girls' schools in the same area there are about half a score (I am obliged to be indefinite as my letters were not all replied to), two or three at Sutton Coldfield, one of which can count successes at the Cambridge local examinations; two at Acock's Green (one preparatory); one at Erdington (mainly preparatory and a mixed school); one at Olton (mainly preparatory); a larger one at Gravelly Hill (mixed and preparatory); and one at Wylde Green. Some of these send in for Cambridge and Oxford local examinations and College of Preceptors, and are not unsuccessful; others can cite admissions to King Edward's schools, Birmingham. But the highest number of day pupils (and that is in a preparatory school for boys and girls together) is about 60, and the rest have a much smaller number, one as few as 12. None are systematically examined by outside experts.

(b.) Birmingham proper.

Within the circle of Birmingham itself, including the suburbs actually attached to it, the number of these small schools mainly preparatory for King Edward's schools is legion. I have spent considerable time in communicating with all the schools I could discover, and in making inquiries about them from the masters and mistresses of King Edward's schools; but I have found it impossible to ascertain much as to the efficiency of most of them. They are chiefly small and conducted by ladies in their own private houses, and a very large per-centage are mixed preparatory schools. One or two stand out conspicuously from the rest as excellent and fairly large, one in particular in Edgbaston with 95 to 100 boys. About 25 have been described to me as sometimes successful, and about the same number as rather superior to these, and often gaining foundation scholarships. About 8 are conducted by graduates of some university, but most of the principals have no formal qualification. Of the 50 private schools —34 for girls (many with mixed junior departments) and 16 for boys—in and close around Birmingham, as to which I have direct information, only four girls' schools and two boys' schools refrain from distinctly claiming successes at the examinations for admission to King Edward's schools, or the Oxford or Cambridge local examinations, or those held by the College of Preceptors;

and the pupils attending these schools amount to about 200. Hardly any of the schools, however, claim that they are as a whole examined by competent outside examiners. The facts and figures I have collected in regard to all the schools of this nature which have favoured me with replies are at the disposal of the Commission if they desire to have them. It would be the work of many months to ascertain the extent of the efficiency of these schools, and, by the time the inspection was completed, its commencement would probably be out of date. But the testimony of those headmasters and headmistresses of King Edward's schools to whom I have spoken on this subject, is that the mass of the pupils who come to the schools from these sources give no particular signs of having been taught methodically. As to the number of children taught in these schools, I find that the returns cannot be strictly depended upon, and in some cases no numbers were supplied; but the figures sent to me mount up to about 1,000 girls and boys in the girls' and mixed schools, and about 500 boys in the schools for boys alone. Outside these preparatory and mainly preparatory schools, there is only one private school which is currently spoken of as markedly successful, and that is a girls' school at Handsworth of about 100 day pupils. Here there seems to be a good staff, a good curriculum, and a good time table, and the successes in public examinations have been numerous. There are a few private schools besides which have no striking educational reputation, and, as far as boys are concerned, seek to attract pupils by laying stress, for example, on the "Mother Tongue and its Classical Works," and on their purely commercial curriculum. From what I can gather, these schools taken altogether will account for another 500 children. It is very doubtful, however, whether any large proportion of these children are really being educated, and, to judge from the prospectuses alone, the tone of the schools (or of the principals) is often not a high one.

Numbers in the preparatory schools.

Numbers in other schools.

According to my rough calculation, then, besides the 2,500 children in King Edward's schools and the 60 in Handsworth grammar school, there are over 2,000 in and close to Birmingham receiving a secondary education, and a large number of these will in due time pass through King Edward's schools, something like 38 per cent. of whose grammar school pupils come from private schools.

Whole number at secondary schools.

The effect produced by King Edward's schools upon private school enterprise in and around Birmingham is obvious and acknowledged; the foundation has practically put an end to it. What there is left of it the foundation has turned into a feeder for itself. Such private schools of the ordinary kind as still exist are mostly girls' schools, and owe their existence partly to distance from the centre, (as at Handsworth, Moseley, and King's Heath, many parents disliking journeys by rail or tram for their girls), partly to the objection to mixture of classes: and the boys' schools that survive are due in the main to the commercial theories of parents.

King Edward's foundation has killed private enterprise schools.

I may add that my colleague, Mrs. Glynne Jones, has, at my suggestion, visited a few of the larger Birmingham private girls schools discovered by me, and seeming to me, from my correspondence with them, worth inspection either for their promise or for their especial doubtfulness; and her experience has on the whole confirmed my provisional judgment.

I am sorry that there has been so little opportunity of proving the quality and equipment of these schools individually, but this would constitute an inquiry by itself. I am able to offer only a general judgment, confirmed in some cases by experience, and borne out by those who know most about Birmingham education.

THIRD POINT OF INQUIRY.

"3. *What is the actual working and influence of the system of Science and Art grants, particularly in connexion with grants under the Technical Instruction and Local Taxation Acts?* (*You are not required to procure statistics, as these have already been obtained, but may confine yourself to an examination of the practical effects of the system.*)"

Information on this point.

No county council grant to schools.

I may say at the outset that no local taxation grant is made by the county council or the county borough councils to a single school in Warwickshire. Of course, I am excepting technical schools pure and simple, such as are found in Birmingham, Aston, Leamington, and Coventry, and schools of art, such as are aided in these places and in urban and quasi-urban districts, and the continuation schools in the rural districts encouraged everywhere by the county council, which gives them grants on condition of taking up technical subjects. Consequently, if it be true that the withdrawal of the second class grant by South Kensington, whether justifiable or not, killed the teaching of science in elementary schools, the county councils in Warwickshire are not in any way seeking to bring it to life again. The drawing grant still, of course, continues, and, from what I have been circumstantially told, I may say, in passing, that it would be well if the Science and Art Department exercised, in some cases, a much stricter supervision over the drawings sent up for approval.

Grants to technical institutions.

Substantial grants from South Kensington on account of examination, and still more substantial grants in the lump from the county councils, are assigned to the technical schools and schools of art mentioned above. The municipal technical school at Birmingham receives 6,410*l.* from the county borough council, and has drawn 800*l.* from the Science and Art Department. Its school of art receives also 3,090*l.* from the same county council. Coventry local taxation grant is divided as follows:—technical institute, 500*l.*; free library, 200*l.*; school of art, 100*l.* Aston technical school receives from the Warwickshire county council over 1,372*l.* a year, and has also received unexpended balances to the tune of 1,700*l.*

Grants to districts.

The urban and quasi-urban authorities are assigned grants at the rate of 27*l.* per thousand of population, and the rural committees at the rate of 32*l.*, the county council retaining 7*l.* per thousand to be paid at its discretion. Thus the

urban and quasi-urban districts receive more than 5,000*l.*, and the rural districts nearly 4,000*l.*, with which they can do pretty much as they please, provided the technical subjects taught are approved by the county council and the Science and Art Department.

Special support is given to the mining school, whose centre is at Nuneaton, and to the new dairy school just starting at Halloughton. Nearly all these schools and institutions can also draw money from the Science and Art Department by examination and passes. As a matter of fact, the rural districts find great difficulty in submitting candidates for these examinations, and only 211*l.* was obtained from the Department by the urban and quasi-urban districts in 1893. But the work was then in its infancy, and the grants will most probably increase. Consequently, the county council grants and the Department grants overlap. Thus it is clear that nearly all the local taxation grant in Warwickshire goes to institutions which receive or could receive grants also from the Science and Art Department, but not to all such institutions; for some of these are schools in the ordinary sense of the term, and even organised science schools, such as the middle school at Warwick and the Bablake school at Coventry; but to no ordinary school, even of the latter order, does the county council give one penny, though of course they have had many applications. (It is not to be called a grant when Stratford corporation pays for five elementary scholars at the grammar school.)

Overlapping of grants.

Some of the results of the present system of Science and Art Department grants in connexion with Local Taxation grants, in Warwickshire at any rate, may be summarised as follows:—

Results of the two grants.

(1.) *Waste in the establishment of apparently unnecessary technical schools.*—I refer principally to Aston, where a technical school has been erected (with the help of a building grant of 1000*l.* from the Department), when the Birmingham municipal technical school is within easy reach, and must in time far outstrip Aston in its equipment. But Aston must prove its ability to remain separate from the borough of Birmingham, and be able to point to such facts as an independent technical school when the attempt is made to join municipally what nature has already joined. To similar local jealousy and *arrière pensée* may be traced the technical school recently established at Handsworth, and aided by the Staffordshire county council as well as by the Science and Art Department. To Handsworth it is a white elephant. Cable trams run every three minutes past this school to within three minutes walk of the Birmingham municipal technical school.

(2.) *Waste in the county generally.*—The new dairy school established by the county council on the excellently equipped farm at Halloughton, where arrangements are to be made first of all for receiving 50 girls, is all in the right way for a county largely agricultural, and is full of promise. The mining school, whose centre is at Nuneaton and which is superintended by a qualified county council teacher, is also doing some solid work. So is the Rugby railway institute, which is combined with the technical

classes under the technical instruction committee. And it is not to be denied that there are many interesting and more or less effective technical instruction classes in the county: the classes in nursing, conducted by the county council peripatetic teachers, may be especially mentioned, also the classes in dressmaking, in ambulance, and in carpentry. The cookery classes would be more worthy of note if they were not so often mere demonstrations, and were not so frequently attended almost solely by the unoccupied ladies of the parish. The continuation schools, which the county council pushes everywhere (though the organising secretary advises that, owing to section 1 of the Technical Instruction Act, the "standard or obligatory subjects" should be taught in an indirect way), stand second in number to the carpentry classes. They are being established more and more widely, with some technical subject tacked on to them for the sake of grants from the county council and (where practicable) the Science and Art Department. But, as far as I can ascertain, these continuation schools are not, on the whole, working satisfactorily. Boys do not mind making boxes and wheelbarrows, but most of them do not care, I am told, about books or science. So the attendance begins well as the winter opens, and falls off long before it closes, and in the villages is fitful with the weather and the moon. A conference of teachers lately held at Leamington was unanimous that very little good could come of continuation schools until attendance was made compulsory in certain subjects up to about 16 years of age. And this seems to me to point to the radical defect of the Warwickshire county council policy. It is trusting too much to voluntary initiative in pupil and in manager, and is frittering away its local taxation grant, which is none too large for good work, in experiments of very doubtful educational value. It has induced the Science and Art Department (which semes a trifle impressionable) to sanction certain special subjects "suitable to the requirements of the district," and the council is prepared to do the same for other subjects, inviting suggestions from local committees. Among those already sanctioned are shearing, thatching, reaping, hedging, and ditching. The difference between teaching the principles of these trades and the trades themselves must be fine indeed, as in other subjects also in the list. The council is subsidising classes in about 50 different subjects in all. The great difficulty, as is not unnatural, is to find teachers, and with this object it has established certain teachers' classes in carving, cookery, dress-making and woodwork, in Leamington and elsewhere, and pays half the teachers' railway fares that they may attend and qualify. So great has been the difficulty in some places that the Science and Art Department has given permission to the teacher to enter for the examination along with his class. For teachers they have had to trust in the main to the already overworked elementary schoolmaster or mistress, who has found the county council classes a means of eking out a small income. A great deal of this in expenditure, in method, and in result must obviously be unsatisfactory. From what

Defects of county council policy.

I have been told in many quarters, I cannot think that it is *tanti*. The county council have already shown their own sense of the inadequacy by the way in which they have dealt with the itinerant dairy school. After careful investigation they have abolished it, and have established in its place a regularly constituted localised dairy school, as before-mentioned, at Halloughton, where there will be systematic teaching, discipline, and an end of the voluntary principle. We can but hope that Halloughton will be before long the agricultural school for the county, where teaching will be systematically given to boys as well as girls, expected and required systematically to learn the technical basis of the farm industry on which so large a portion of the county depends. We may hope, also, that the Nuneaton mining school and the Rugby railway institute will be similarly developed. Birmingham and Coventry may be trusted to look after their own trades; but a word may be put in for the needle and fish-hook industry at and around Studley. That is a distinct industry for which technical education is sadly needed. I believe that the two chief elements in the knowledge required for the manufacture of these articles have to do with hardening and tempering; and I am told there is not in Redditch or Studley a single artisan employed for these purposes who can analyse a pound of steel, or who goes by any rule but an acquired instinct, which is marvellous enough in its success, but which he cannot explain, impart, or bequeath. Germans originally planted the needle industry at Redditch; now they are stealing it away. The German industry at Iserlohn, in Westphalia, was first developed by means of artisans bribed from Redditch and Studley; but a technical school—now one of the best in Germany—was established in the needle town, and to-day Germany is driving England out of the needle market; while all that England does by way of rivalry is to import German machines a year after Germany has invented them. It seems more reasonable to foster this definite Warwickshire industry by a regularly organised technical school for boys and girls at Studley or at Redditch (in concert possibly with the Worcestershire County Council), than to expend part of a limited grant in dilettanti classes in wood-carving, or peripatetic lectures on the germination of seeds, which (in one case near Studley) had, as audience, on the second and last occasion, only the lecturer and his chairman.

More system required.

Needle industry.

The present policy of the Warwickshire county council is defended on the ground that the work in the villages, by means of village committees, is pioneer work designed to create an interest without which nothing solid can be done hereafter, and that this interest is being roused. Also that the widespread distribution of the money is the only way in which to enlist the local county councillors and the local people of influence in the education of their neighbourhoods. Of course it is quite intelligible that, among other satisfactions of a higher nature, county councillors, as well as clergymen and local magnates and the

Defence of council.

villagers and small-townsmen generally, should be very glad to have the opportunity of importing money into their respective localities, and spending it (within limits) in the ways they prefer. And your county councillor, who would like and who would vote to spend the money in reducing the rates, is rendered less recalcitrant by the feeling that half a loaf is better than no bread, while every county councillor is pleased to be able to show his constituents how he has brought this and that sum of money into the parish from the county council, the Education Department, or South Kensington. But is there not a danger of creating a mischievous sense of local vested interest in these county council grants? And what will all these gentlemen, and the districts generally, say when the "pioneer work" has to cease, and when the scattered doles have to be withdrawn or diminished for the sake of work more concentrated and more permanent: Without doubt those interested in technical instruction had to walk warily lest rate-reduction might vote down technical instruction on the county council. But all this is an argument in favour first of depriving the county councils of choice in this matter, and legislatively assigning the local taxation grant to education; and, in the second place, safety being so far assured, of limiting the free hand of the county council and so directing their efforts that they shall evolve the best practical result out of the funds at their disposal. The present policy need not be altogether precluded, but it is worthy of consideration whether the expenditure upon it should not be restricted, and whether some definite and considerable portion of the local taxation grant should not be set aside under due regulation for scholarships and subsidies to secondary schools. This leads me to remark upon a third result of the present system.

Suggestions.

(3.) *A sense of dissatisfaction and injustice among the public educationalists of the county.* As I have said above, not a sixpence of local taxation grant finds its way to any secondary school, even when it gives, or is prepared to give, scientific or technical education. This attitude of the local authorities is felt most acutely perhaps at Coventry, where the Bablake school, though endowed, has heavy expenses, and where the technical institute can depend upon 500*l.* a year from the local taxation grant, 800*l.* a year from the penny rate, and something from a city endowment, as well as upon its grant from the Science and Art Department. And, in the nature of things, the education given to boys at the Bablake school is more systematic and methodical, and therefore more generally fruitful in result, than that given at the technical institute evening classes to the voluntaries who have been at work during the day. And the soreness of the county educationalists is not mitigated when so considerable a part of the county grant is seen to go to Aston technical school, a school built almost under the eyebrows of the great municipal technical school in Birmingham. The middle school of Warwick is also much in need of assistance for its development, but, though an organised science school, it has received nothing from the county council. Of course, certain conditions would have to be

made for such subsidies, but reasonable conditions would, no doubt, be complied with, as in other counties where this policy has been adopted.

Science and Art grants by themselves.

As to the alleged deficiencies of the Science and Art Department's system of grants apart from their connexion with the local taxation grant, I shall not be expected to say much. What I have heard in Warwickshire against the Department is not new. That the withdrawal of the second class grant has, in so many words, killed the teaching of science in elementary schools, has made it exceedingly difficult to maintain the ordinary science class, and has tended to cripple the organised science school, in spite of the increase in the first class grant; that the system of payment by results injures the teaching because the teacher is led to work for half-crowns rather than for education; and that the rigidity which forbids a pupil to earn a grant for a second year in a first year's subject often prevents a teacher from doing justice to a painstaking boy—these are well known complaints, better known than the remedies which would be practical enough to render worse evils improbable. But one thing I may perhaps be permitted to add. In the one secondary school in Warwickshire where an ordinary liberal and literary education is given side by side with the work of an organised science course under the Science and Art Department, the momentum of the science during the preparation for the science examinations has at times been so overpowering as to crush the literature into two hours a week, one for scripture and the other for English. Nor do I think that the momentum will in practice be seriously modified by the recent reduction of the requisite science minimum from 15 to 13 hours a week. The present syllabus issued by the Science and Art Department, so far as I can judge from the results in the county of Warwick, though suitable enough for those who can limit themselves to its special aims, seems to be inconsistent with the curriculum of a liberal education. I have been informed that, in the school I have referred to, the formal connexion with South Kensington is to be discontinued.

Effect upon organised science schools.

Fourth point of Inquiry.

"4. *What are the places in which the supply of Secondary Education in your district appears to be most deficient, and in what type or grade of Secondary Education is such deficiency most marked?* (*You will have special regard to the difficulties arising from sparse population, and want of means of communication; and you will endeavour to obtain and embody in your report a statement of local opinion as to the best method of remedying such deficiencies as are admitted to exist.*)"

Henley district.

There are two sections of my district, one smaller, the other larger, which may be said to be the most deficient in the county. The smaller section lies in the west and has Henley and Tanworth as the two centres, so to say, of the ellipse containing a population, roughly speaking, of rather more than 4,000. The

nearest secondary schools are, to the south, Alcester, a small school with small endowment and small buildings, and, under the new headmaster, only just emerging from absolute futility; to the north, the efficient grammar school at Solihull; to the south-east, the even more efficient school at Stratford. Henley has been linked, by a branch line, with the Great Western Railway at Kingswood since my investigation began; and this brings it into possible communication with Solihull in one direction, and less possible communication with Warwick in the other, the railway distance from Henley to Solihull being about 10 miles, and to Warwick about 14. But the trains are always slow and would be inconvenient for day pupils, especially with a junction in the way. In course of time, however, a line (for which the bill has already passed) will probably (though not certainly) run from Birmingham past Tanworth and Henley to Stratford, and will thus bring Tamworth within 10 miles railway journey of Birmingham, and Henley within eight miles of Stratford. At present there is no secondary school of any kind in that district; and Henley, with a population of 1,100 consisting largely of fairly prosperous small shopkeepers supplying an agricultural centre, is very anxious for a school of the kind. Henley and Tanworth are both plentifully furnished with elementary schools, but are absolutely destitute of anything higher. Communication with Alcester for school purposes is quite impracticable, as also with Bromsgrove, and Birmingham is too far off for day pupils. As regards girls, there is nothing private or public nearer than Warwick, and, for day work, the slowness of the trains and the change at the junction again interpose a difficulty. The local idea is a secondary school at Henley, but with the prospect in a few years of a direct line between Birmingham and Stratford, opening up the country round Tanworth and Henley, it is better to wait and look forward to a system of district travelling scholarships to Stratford or Birmingham schools. But, anyhow, for this and for other reasons, something in the nature of a public school for girls at Stratford appears desirable. Warwick is too far away.

South-eastern Warwickshire.

(2.) The other district I have referred to as the larger one is the south-eastern portion of the county, which could be cut off by a line north-eastwards through Stratford, Leamington and Rugby. This district is entirely agricultural, and the population may be estimated at about 50,000. It is crossed south-eastwards, from Leamington to Fenny Compton, by the Great Western railway, with a slow service of trains most inconvenient for school purposes. Fenny Compton is a considerable village of about 600 people, and is a junction; but there is no train from Fenny Compton to Leamington before 9.7 a.m., and this goes only to Leamington where schools are dear, and not to Warwick where schools are cheap; and the only available returning train is a train leaving Warwick at 7.5 p.m., and reaching Fenny Compton at 7.31. The district is

Bad train service.

crossed by another line, the East and West Junction from Fenny Compton to Stratford, but for school purposes this is worse. The first train leaves Fenny Compton for Stratford at 9.52 a.m., arriving at Stratford at 10.22; and the only returning train available for school children leaves Stratford at 6.45 p.m., reaching Fenny Compton at 7.27. Even if Fenny Compton could be content with Kineton, through which the Stratford train passes, and where there is a school, of which more presently, the train service is precisely the same. And it is not very likely that the Great Western (especially under pressure of the new competition with the London service on the Birmingham and Stratford side), will add to the local trains in this sparsely populated district for the convenience of a few school children. Nor is the East and West Junction Railway likely to be more accommodating.

Principal places.

The principal places in this district are Southam in the north, Kineton in the centre, and Shipston-on-Stour in the remote south, with populations of 1,700, 1,000, and 1,600 respectively. Southam, which is two or three miles from the Great Western Railway, has on paper an advantage over the other places in railway communication, for it lies also within about four miles of the London and North-Western branch between Rugby and Leamington; but the schoolboy must get over his four miles to Marton by 7.30 a.m., and when he reaches Warwick (*i.e.* Milverton) at 7.55 he is a mile from his school; and when he returns to Marton at 6.22 p.m. he has his four miles to do once more. So that the London and North-Western does not second the schoolboy's effort to reach Warwick any more kindly than the Great Western. But a line will soon be opened by the London and North-Western between Daventry and Leamington, running within a mile or so of Southam, and it will be hard if, with three lines not far off, Southam cannot be served either towards Warwick, or towards Daventry which is ten miles from Southam, or possibly towards Rugby, which is about 12 (by way of Marton).

Kineton school.

Kineton has a small school, the only quasi-secondary school in the whole district I am speaking of. It was founded without endowment some years ago (as I have said above) by Lady Willoughby de Broke for the benefit of the farmers and tenants of the neighbourhood, and Lord Willoughby is the sole governor. The education is not of a high order; and before the school could be utilised for the neighbourhood of Kineton, it would have to be revolutionised in character and government. I am speaking from the best information at my disposal, my efforts to make an appointment with the master having been foiled by his persistent silence. I understand he is an ex-elementary schoolmaster and personally an able man.

Shipston-on-Stour.

Shipston-on-Stour, situated in a detached part of Worcestershire surrounded by Warwickshire, is the postal, agricultural and distributing centre of a district which has no communication, except by road, with Kineton (some 10 miles distant), or with any other town in Warwickshire. At present its only railway link

is with Moreton-in-the-Marsh on the Oxford and Worcester line, and as the line is still called (for financial purposes) a steam tramway, the pace of the trams is kept down by law, so that the journey occupies 45 minutes. There is an endowed school energetically conducted, with a modern side, at Chipping Campden, in Gloucestershire, about seven miles off, but here again there is no communication except by road; and the shortest road runs over a range of hills. The local idea is that Shipston is the natural place for a secondary school designed for this district. With the ready help of those who know the neighbourhood best, I was able to calculate that in Shipston itself there are 20 to 25 families who would be likely to make use of such a school, and that within three or four miles radius there are probably 80 or 90 households sufficiently substantial to do the same; and Shipston is the converging point of old coaching roads, and a place where farmers congregate in considerable numbers. Such an estimate is in all likelihood a sanguine one, and depends for its realisation partly on some return to agricultural prosperity, and partly on the rise of a "noble discontent" on the part of farmers with inadequate education. The educational ambition of the farmer class is, of course, a byword; but I know that not a few farmers in Warwickshire lament the lack of opportunity for their children, especially now that their finances are insufficient for boarding school purposes; and while, as one result of my inquiry, I have come to feel even more deeply than before the educational somnolence of this section of the community and the absolute necessity of an awakening, I am more nearly persuaded that a good supply will not only find to some extent an immediate demand, but will slowly and steadily add to its volume.

Farmers and education.

Other deficient districts.

There are, I need hardly say, other smaller districts in and close to Warwickshire, certain parts of which, lying farthest from the railways that encircle or penetrate these districts, are very unfavourably situated for access to the schools which the other parts can reach with more or less facility. Access can hardly be called easy when a railway journey of some five or six miles is preceded or followed by a trudge of three or four. I refer, for example, to the central and remote portions of the district whose circumference is marked by Nuneaton, Coventry, Hampton-in-Arden, and Coleshill; or Nuneaton, Rugby, Lutterworth, and Hinckley, though at the centre of this district there is a small endowed school at Monk's Kirby which, during the life of the present headmaster at any rate, will retain to some extent its secondary character.

Difficulties of the rural question.

But the difficulties of the rural question (what with sparseness of suitable population and insufficiency of communication) are such that some approximation to supply for day pupils or day boarders is all that can be attempted; and, for the rest, we must rely upon boarding scholarships, whether for schools of a lower or a higher grade. The idea of instituting upper secondary departments in elementary schools, a secondary top surmounting the primary basement, has not succeeded (Her Majesty's inspector informs me) anywhere in Warwickshire. It

Various proposed solutions.

has been frustrated, as elsewhere in England, by the force of social incongruity, as well as by the unsuitableness of the machinery for the double purpose. On the other hand, any attempt to put a secondary headmaster over an elementary subordinate, each working his own department, would probably end in financial, administrative, and educational failure. A secondary headmaster, trained also for primary work, and prepared to devote himself with equal energy to both departments of his school, might succeed better in some districts; but, so far as I know, the experiment has yet to be fully tried, at least in England. Finally, any hope of establishing a secondary school for every circle with a four mile radius can only be fulfilled if resources are inexhaustible, and even then the unsatisfactoriness of very small schools would often have to be faced.

Grade required.

The districts specially referred to as most deficient are without secondary schools of any grade whatever, and the type or grade they seem to require is the distinctly third grade, in whose curriculum even Latin would be optional, but where the maximum age must not, seeing that the districts and the intellects are rural, be fixed too low.

Lack of girls' schools.

What has been said has been said in reference both to boys and to girls. But I cannot close this part of my report without once more calling the attention of the Commission to the fact that only in two towns in Warwickshire, Birmingham and Warwick (with Leamington), is there anything approaching a public secondary school for girls; and that of private enterprise schools, for boys or girls, there are in the rural districts practically none whatever.

Schools on the border.

One or two boys' schools just over the Warwickshire border are available for weekly boarders. I have already spoken of the excellent modernised school at Chipping Campden,* in Gloucestershire, as possible for the Shipston district, Daventry for the district round Southam, and Lutterworth (when resuscitated) for the border district between Rugby and Nuneaton away from the railway. To these may be added the new and well-equipped technical school at Banbury, which for technical education ought certainly to be made use of by all that part of Warwickshire from east to south contiguous to the Great Western and East and West Junction Railways. In the centre of the county, for this particular kind of secondary education, we have a good supply, of course, in Coventry. Leamington also is starting a technical school, but hitherto it has been mainly a school of art, and there are no particular industries which make the school indigenous.

Fifth Point of Inquiry.

"5. *What are the causes which have, in some places in your district, led to the decay and inefficiency of endowed schools, and what steps can be taken to deal with these causes and restore those schools to efficiency?*"

Alcester, its recent history.

I know of no endowed school actually in Warwickshire to which the term *decay* can now be rightly applied, except perhaps

* This school has a fourth turn in a scholarship at Hertford College, Oxford.

the school at Alcester, and even there the process of restoration has begun. Less than a year ago, the school had sunk to ten boys, five of whom had given notice of leaving, and the education was *nil*. The reasons given me for this state of things were amply sufficient to account for it. I was informed that the then headmaster, a first class classic and a clergyman, had made it his business to do nothing. When he was first appointed, the governors, being sanguine that the new master would make Alcester into a great school, had spent part of their scanty endowment capital (the income was only 120*l*. a year) upon dormitories. The headmaster, according to arrangement, and to keep up appearances, advertised for boarders, but when any came he declined them. Eight free scholars used at that time to be admitted from the Alcester elementary schools, and for these the headmaster received from the endowment 4*l*. a head per annum. But they were an inconvenient addition, if not to his responsibilities, at any rate to his numbers, and, by making fun of them before the school as charity boys, he succeeded in driving them away, and in establishing the tradition in Alcester that no elementary school boys were ever to pass on to the grammar school. When tired of sitting idly with his boys in the smaller and worse ventilated schoolroom (which he preferred), he would turn the key upon them, and go off for a stroll in the fields. The only work ever set was poetry to learn by heart, but it was never asked for, and one of the boys told me that he had never learned it, or anything. When asked on one occasion by a government official how it was he did not put more energy into the school, the headmaster is said to have replied, "My dear sir, ambition "and I have long been strangers." The only duty which he seems to have satisfactorily performed was to live in the schoolhouse rent free and to take what was left of the endowment. He augmented his income by what is called in Alcester, and possibly elsewhere, "guinea-pigging" on Sundays; and I am told that he was an inspired preacher. At last some agitator took up the matter and roused the parents, who persuaded the trustees to appoint one year an independent examiner, and at the "prize distribution" (or its substitute), when Alcester, with the governors, assembled in the school *ad hoc*, in the examiner's report which was handed to the headmaster to read, there occurred these words: "There is not a single pupil in this school that can parse a single "English sentence." The headmaster was then advanced to a country living, and a new one appointed, who not only secured the five boys on the point of leaving, but in nine months has raised the numbers from 10 to nearly 30. The education, however, has had to begin at the bottom, and is at present entirely commercial. But I think there is good hope of better things. The buildings indeed are small and old—some parts as old as Stephen and others dating from Elizabeth—but they are solid and substantial, in good sanitary condition, and well situated, with a playing field close by. Alcester stands on four main roads, its poor law union is wide, and extends into Worcestershire; the school may be said to be

responsible for a population of 10,000 ; and as far as Inkberrow the nearest railway station is Alcester. Half the boys come from distances of three and four miles, and the school attracts, not only Protestants but Roman Catholics, there being a Roman Catholic population, some of a high class, in the neighbourhood, and there are two Roman Catholics on the governing body. The school is likely to be a centre for the examinations of the Science and Art Department, and altogether I found that the energy and enthusiasm of the headmaster were finding a response in governing body and in town. What is wanted is more money, especially for staff and extension of buildings. Alcester is already on two lines of railway, and is in direct communication with Birmingham, and it is believed that when the new line runs from Birmingham to Stratford, Alcester (especially on account of its reputation for healthiness) will gradually become a residential place.

Prospects.

Requirements.

There is an endowed school in Staffordshire, which I visited because it contributes to the Birmingham supply, and which has fallen away for the present from its former prosperity, I mean Handsworth grammar school, the "Bridge trust school" which so favourably impressed Mr. T. H. Green when he conducted his inquiry in Staffordshire and Warwickshire for the Schools Inquiry Commission. The old number of 150 has sunk to 62. When the school was not paying its way the fee was raised from 4*l.* to 6*l.* per annum, and the numbers suffered in consequence. Subsequently a slight increase of the income from endowment enabled the governors to reduce the fee to 3*l.* for those pupils under 10 years of age and 4*l.* 10*s.* for older boys—still rather a higher fee than the original fee. But the extension of King Edward's schools, involving the establishment of 3*l.* schools at Aston, 1½ miles off, and at Five Ways, 2 miles off, usurped a large area of the Handsworth school constituency, and nothing has supplied its place. The district round the school is inhabited chiefly by artisans and impecunious clerks, the vast majority of whom, along with more prosperous parents in the same neighbourhood, send their children to the board schools, partly because it is easier through the board schools than in any other way to pass on to free places in King Edward's schools. Yet the Handsworth school is pleasantly situated and the buildings are good and graceful, and within the last few months substantial improvements have been made. But it seems questionable whether any bright prospect lies before this school unless Mr. Green's later idea can be carried into effect, and Handsworth school be absorbed in Kng Edward's foundation, with its system of scholarships and free places. The governors, however, have hitherto scouted the proposal. Handsworth, like Aston, aims to be all sufficient in itself, and to give no handle to those who would argue from its natural oneness with Birmingham to a formal amalgamation with that borough.

Handsworth Grammar School.

Injured by King Edward's Schools.

There are several other endowed schools faring less prosperously than they might and scarcely doing work commensurate with

Other schools not succeeding.

Warwick middle school.

their position. I have already said something as to the middle school at Warwick, which has sunk from 150 boys to fewer than 100. The causes assigned are various. One cause is not to the credit of the neighbourhood. It is that "gentlemen's sons" have ceased altogether to go to it, and business men's sons largely, since places were assigned to scholars from elementary schools. Another is that the commercial or modern side of the education is not allowed to have sufficient weight. The justice of this complaint, as I have said before, I very much question. I am rather inclined to believe that there is more to be said for the injury done to the ordinary curriculum by the rigid requirements of an organised science school under the Science and Art Department. It is undeniable, meanwhile, that the endowment is insufficient to staff the school, and that, in consequence of the lowness of the fee and the presence of free scholars, the fuller the school the worse its financial condition. The governing body is losing on this school to the extent of 200*l.* per annum, which is really taken from what is due to the grammar school. The headmaster is a man of a high type. I am loth to think that he is too good for the school, but perhaps this is so. Yet, as I said above, the town as a whole would not like the standard to be lowered, though they might be willing to pay less; and it seems more practical to look in other directions for means of increasing the efficiency. If, for instance, strict provision were made that boys showing aptitude in classics and mathematics should be passed on at an early age to the grammar or high school, then I do not see why, as in the Birmingham grammar (or middle) schools, the modern education at the Warwick middle school should not be continued till the age of 16 instead of 15. It would thus be more complete and more valuable. It seems reasonable, moreover, to look to the county council for a grant to a school where so much science is taught. The county council could easily make it a condition that certain sciences were taught so many hours a week, though certainly not 15, or even 13. Further, this school is a natural centre for the converging of county scholars from the rural elementary schools; and a complete system of scholarships might be organised by the county council for this purpose. An addition to the number of leaving scholarships leading up to the grammar school is also desirable. The choice seems to lie between a policy of this kind and a "de-gradation" of the school, with its staff, to the position of an upper board school, with lower fees and lower salaries, which would be unpopular and, I venture to think, impolitic.

Class feeling.

Science and Art Department.

Lack of funds.

Claim on county council.

Atherstone.

Another endowed secondary school in the county which has recently gone down in numbers is the school at Atherstone. When Mr. T. H. Green visited it more than 25 years ago it numbered 120 boys, and all classes in and round the town sent their sons; now there are barely 50, and the education is estimated to be costing about 40*l.* a head. It is not that the teaching is inefficient: the headmaster is reputed, among those

Why not prosperous.

who know, to be one of the best teachers in the midland counties, and only lately a pupil of the school has taken high honours at Oxford, and now occupies a distinguished scientific position at South Kensington. But the headmaster has not the arts of popularity; and even parents who can assess such arts at their proper value assured me that they could not put their boys under him. Likewise, as a matter of fact, the supply of available boys in Atherstone is very fluctuating, and for some years back has been at a low ebb. The school buildings are not all that could be desired: the large school is a good room, but, in mercy to masters, more class-rooms are required. The boarding house is old, was not originally adapted for its purpose, and is very expensive to keep in repair. But, in spite of all defects, none of which are vital, my judgment is that the school would rise in numbers once more if mutual confidence and sympathy could be re-established between master and town; and I do not think that, except as regards boarders, the prospects of Atherstone need be seriously affected by the rivalry of six endowed schools within a radius of nine miles.

Sutton Coldfield.

The school at Sutton Coldfield has a popular headmaster and is a popular school, except, perhaps, with the Sutton Coldfield corporation, from whose large endowment 15,000*l.* was some years ago diverted to the grammar school. But it is not altogether satisfactory. One cause assigned is competition. There is a private school in the neighbourhood, where parents, it is said, may obtain an easier time for their boys if they desire it. There are endowed schools at Walsall, 8 miles off by rail; at Wolverhampton, 13 miles off; at Lichfield, 10 miles off; and at Tamworth, eight miles off (by road). But most of all, in the opinion of the headmaster, it feels the rivalry of King Edward's grammar school at Aston, where the fee is 3*l.* per annum and one-third of the places are free, while the train service is admirable; and Sutton is within the 10-mile radius assigned to King Edward's foundation. The headmaster at Aston, however, is not aware that he interferes seriously with Sutton Coldfield; and, with all the advantages of Sutton as a healthy outlying suburb of Birmingham, and with all the advantages of the school in endowment, scholarships to the university, equipment, playing fields, and general situation, the school somehow ought to be doing better. The numbers this term are only 69: within the last 10 years they have been 82, and in 1893 they were 75. Perhaps one drawback is that the headmaster, who has been there more than 30 years, is naturally conducting the school a little too much on the old lines. I would not lay too much stress on one fact, but probably it may serve as a sample of what I speak of: he teaches the church catechism throughout the school, and says that the boys like it, the Nonconformists with the rest. But I must not be thought to mean that there is no modern side; the school is a second grade school, only about seven boys are learning Greek; there is a good laboratory, and such science is taught as prepares for

Competition.

Rather old-fashioned.

the Oxford local examinations, and, in certain subjects, for South Kensington. But the staff is inadequate and needs supplementing.

Tamworth.

Tamworth, which for the present purpose may be counted in Warwickshire, is another second grade school which does not grow. Yet it has an energetic and capable headmaster and buildings that are good, though just now requiring some overhauling and repair.* Experienced educationalists in Tamworth say that it can never be made a boarding school. At the present time there are only two boarders, and the headmaster does not believe that there were ever more than six. I suppose this is partly

Competition.

because there are too many boarding schools within easy reach; Lichfield within 7 miles, Atherstone and Appleby (in Leicestershire) within 8, Coleshill within 10, and Burton within 14. The last-named town has a good school, well-endowed and well-staffed, with an excellent laboratory, and has a reputation for its elementary science. Some boys go daily to school from Tamworth to Burton; others are sent as boarders to cheap quasi-public schools of the type of Denstone college in Staffordshire. But why does it not draw more day boys than 34? There are many more secondary boys in Tamworth and its neighbourhood; the district four miles round contributes a certain number by road and rail; and the natural constituency in Warwickshire and Staffordshire includes a population of nearly 20,000. There seem to be two or three operative reasons. The numbers probably suffer, to some extent, from the competition of the Sir Robert Peel school, a cheap and inefficient quasi-secondary school of some 30 boys, with one master to teach everything, and supported by an endowment given by the late and administered by

Fees.

the present Sir Robert Peel. Another drawback is the fee, which has been recently raised by 30*s.*, and now ranges from 7*l.* 10*s.* to 9*l.* 10*s.* per annum. This at once caused a contraction of supply from the town and neighbourhood. But there appeared to be no alternative; the endowment is only 159*l.*, and there is a debt of nearly 180*l.*, which till now has been growing. Another is that discreditable drawback which I have had occasion to mention in regard to other country grammar schools: there are four scholarships open to boys from the elementary schools, and the head-

Class feeling.

master gives a fifth; and the local better class abhor the mixture: grocers may put up with it, but drapers draw the line. Then the buildings are small and would not accommodate 50 boys: there

Lack of funds.

is no gymnasium, and only a confined laboratory. Finally, the staff is insufficient and is paid for mainly out of the headmaster's pocket; it is not surprising, therefore, to hear that Mr. So-and-so could not be induced to stay unless he had private means and happened to like the place. I cannot but think that if the school were better found, and if, by help of a subsidy, the fees could be lowered or more entrance scholarships provided, and a more

* *Vide* remarks on Rawlett's Charity, page 100.

efficient staff maintained, it might yet discharge its natural function towards the town and neighbourhood.*

Coleshill school—which is barely third grade—is a stationary school. The late headmaster, who has just resigned after 20 years' service, found 17 boys when he came, and left behind him 32. At one time, indeed, the numbers were 53, but among these were 17 boarders; and boarders had been practically given up by the headmaster for some years, on personal and quite intelligible grounds. The situation of the school is high and all that could be desired, but the buildings are poor, though not unhealthy. The curriculum is almost elementary, and mainly English, a little Latin, French, algebra and Euclid being included. Boys have occasionally been sent on to King Edward's school, Birmingham, where some of them have won scholarships. The communication with Coleshill is not easy. Forge Mills station is a mile or two distant; and on the Midland branch that touches Coleshill itself, there is only one train a day each way. Yet it is a centre for day boys from the rural district, who ride or walk in from some half dozen villages within a radius of five or six miles. The available population of the district within that radius may be calculated roughly at 5,000 or 6,000, but the district is touched by railways to Birmingham and Nuneaton, the one about 10 miles off, and the other rather more distant. I do not think that Coleshill can ever be a large school, but with new buildings it might be a useful secondary day school of the third grade for the rural district. The endowment is about 300*l.* a year, and provision is made for 12 free places, 11 out of the 12 to be boys from elementary schools. The headmaster who has just resigned thought that the fee of 4*l.* a year was not high enough, and that the parents could afford to pay more.

Coleshill.

Communication bad.

Not much scope.

So far as Rugby lower school, and Coventry, Nuneaton, and Solihull grammar schools are not as efficient as they might be, it is mainly from want of funds. Rugby lower school ought, undoubtedly, to be the great modern second-grade public school of the north-east of Warwickshire and the contiguous portions of the adjoining counties. It already offers about 20 free places provided from various sources, besides an unlimited number of places at the reduced fees of four and five guineas per annum for boys whose families have been resident in Rugby since 1868. It can claim also 12 free places in the "big" school for those of its pupils whose families have lived in Rugby for at least two years. With a system of scholarships organised by the county council and grants made on conditions easily satisfied, I do not see any limit to its usefulness as a provincial centre of modern education, especially with its present enlightened and energetic management, under which boys of very different classes learn to associate freely and equally. But Lawrence Sheriffe's foundation is not sufficient for all these things.†

Rugby lower school.

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* *Vide* remarks on Peel endowment, page 101. (Tamworth charities).

† It may perhaps be noted here, that, besides the 12 free places for lower school boys, the "big" school has 10 free places and 24 half-fee places which "may be" assigned to town boys satisfying certain residential conditions.

Coventry.

Coventry school works steadily along, but its modern side needs development, and its laboratory in particular enlarging and equipping. It offers scope for being made a first grade school of a high order for Coventry and its neighbourhood, and has the special advantage of two scholarships at St. John's College, Oxford. One of its former boys recently gained a fellowship at Merton. But in this school, as in others, efficiency is hampered by dependence on boarders, and would be considerably increased if there were more entrance scholarships.

Nuneaton.

The spirit and work at Nuneaton school (a pupil from which has just been elected a fellow of Queen's College, Oxford) are excellent, but 60 boys fill the buildings to overflowing, and no class-room is large enough for more than a dozen boys. With an endowment of 217*l.* a year Nuneaton also is hampered for want of funds: the payment of assistant masters is kept up to some kind of mark only by means of boarders; all capitation, entrance, and other fees being more than swallowed up in salaries. There are no leaving scholarships.

Stratford-on-Avon.

Solihull.

I have already referred to the fact that the extremely efficient school at Stratford-on-Avon is practically supported on boarders. This is true also of Solihull, another school where excellent work is being done. Both these schools would amply repay a substantial subsidy.

General question of smaller grammar schools.

The whole problem of the smaller grammar schools appears to me (from my experience in Warwickshire and elsewhere) to be a very difficult one. Their efficiency depends far too much on the fortuitous concourse of boarders, and, if as a result of the present Royal Commission, good day schools are multiplied up and down the country, or existing ones developed and their efficiency and attractiveness increased, then the sources from which these boarders are drawn will tend to dry up. The question arises, what is to be the fate of these smaller grammar schools? Are they to become, as is suggested in some quarters, mere upper board schools? As far as I can learn,—if I may presume, before closing my report, to touch the fringe of this extensive subject,—this would be an unpopular, and probably an unadvisable policy. A good secondary school, even if it be not a large one, is valued and valuable in places like Nuneaton, Atherstone and Tamworth. It helps to maintain the educational standard of the place, to show that there is something higher and more liberal than elementary or even higher grade education. Only through such grammar schools, as it is personally known to me, have local people of limited means been able to pass on their sons to the university, giving them *from the first* the kind of education that such an aim requires. In the face of local opposition it would be exceedingly difficult to dislodge an endowment and divert it to another school in another place. On the other hand, to de-grade still further is to kill grammar school ambition, as past de-grading has partly scotched it. Is it not possible, by means of new funds, to make good use of the existing grammar school endowments, to render the schools more or less independent of the fluctuations of

boarding fees, to raise the staff and equipment to something like the proper level; and then is it not possible, adapting the education of these second and third grade schools more specifically to modern requirements, to give them at the same time scope for ambition by inspiring them with a sense of connexion with the highest places of education? This does not, I may be permitted to say, seem impossible if the older universities would put themselves at the head of the modern side of education in England, as they have long been at the head of the classical side. They gave the stamp to the grammar school when its Greek and Latin led the way upwards. When the education in these grammar schools ceased to be in consonance with their surroundings, and Greek had to give way, as was the case most especially in the smaller schools, the sense of union with the universities was broken, the upward inspiration practically led no whither. But if the older universities of Oxford and Cambridge will only drop Greek as a necessary subject, and look with equal favour upon the modern and the ancient subjects of learning, the sense of separation will be gone, and a new inspiration, more effective than the old, because quite in harmony with the needs and ideals of those among whom the grammar schools exist, will quicken them to enterprise and success. Such a view of grammar school possibilities might, of course, involve for its realisation an increased discretionary power on the part of governors to extend the maximum age up to which pupils are allowed to remain, but not in all cases necessarily so. For if once a modern education is seen to lead to the universities, instead of debarring from them, the inspiration and ambition would not be deadened always and simply because a modern side boy found it necessary, on his way to the university, to pass through the stage of a higher school. I hope it will not be deemed out of place that I should draw attention to what I believe to be one fruitful cause of stagnation in the smaller grammar schools, the coolness of the older universities towards the curriculum which schools in their position are more and more compelled to adopt.

The older universities and modern education.

Charities in the County.

In concluding my report, I would ask leave to draw the attention of the Commission to some of the endowments in or close to Warwickshire which are being used with the result of saving school board rates, poor rates, highway rates, and other contributions for which the present generation are responsible.

Used to save rates.

At *Sutton Coldfield* something like 2,000*l.* a year is expended out of the charities in supporting a dozen church schools, and in the accounts for 1894 there appear also building advances to schools of this nature to the extent of nearly 3,000*l.* This expenditure goes mainly, of course, to save the pockets of the richer ratepayers. Something like 300*l.* is also devoted to almshouses. There are no scholarships to places of higher education. The schools, notwith-

standing the heavy endowment, accept the government fee grant for free education.

At *Bedworth* (near Nuneaton), out of Chamberlaine's charity, about 500*l.* (though not so much for 1893–4) goes to six national schools, and 1,050*l.* to almshouses whose inmates are just of the class that are usually found in the workhouse, but happen to be taken up by one trustee or another. There is no higher grade school, and the provision for scholarships is practically a dead letter. But Bedworth is not a well-to-do town, and a shilling rate produces only 689*l.*

At *Temple Balsall* (between Solihull and Coventry) there is a charity of over 2,000*l.*, which is nearly all spent on almshouses, the salary of the chaplain or master, the repair of the church, and other matters. The sum to be devoted to the elementary schools is not fixed, but they must be maintained, and if there is any surplus it may be applied to education. I am informed that there is no surplus or possibility of any, and I am not surprised.

At *Yardley* (just over the Worcestershire border, and lying between Solihull and Birmingham) there is a charity with an accumulated surplus of about 10,000*l.*, and an annual income of about 1,100*l.*, of which something less than 300*l.* is spent on two elementary schools. The governing body are, I understand, holding their hand and postponing their consideration of the draft scheme recently submitted to them, till this Commission has made its recommendations.

At *Hampton-in-Arden* (near Solihull) there is a charity with an income of about 700*l.* a year, which will very soon be substantially increased. The original bequest was apparently worth 30*l.* per annum, out of which 20*l.* was to go to a boys' school, "especially" for the poor; 5*l.* to poor families, 5*l.* to the apprenticeship of boys. Of any residue one half was assigned to the poor, *or* the *teaching or* apprenticeship of *girls:* the other half to the poor of Birmingham. At present the only educational expenditure is upon Hampton church schools; but there is a clause in the will somewhat inconsistent, since 1890, with the application to elementary education: "not at all to make easy or to take off from the payment "of the rich in paying or doing what they by law ought or are "required to do for themselves." Solihull grammar school is near, and in every way worthy of assistance; or might something be done with the money in the way of education for girls?

Further sums saving school rate.

In addition to these, there are further sums devoted out of other endowments to elementary education, as approximately assessed by an assistant charity commissioner (Mr. Mitcheson) in 1893:—

At Solihull, out of the grammar school endowment -	350*l.*
At Polesworth (between Tamworth and Atherstone)	250*l.*
At Dunchurch, near Rugby - - - - -	190*l.*
At Coventry - - - - -	700*l.*
At Tanworth, between Henley and Solihull -	200*l.*

At the last-named place the direct grants to the three schools, Tanworth, Hockley Heath and Salter Street, amount to 100*l.* a year, but about 90*l.* has been spent in repairs during the last three years, and the balance in hand in each of these years has been 47*l.*, 101*l.*, and 99*l.* respectively. A scholarship of 25*l.* has just been allotted to a pupil teacher for Saltley training college.

Other charities and their expenditure.

There are other charities whose objects it may be worth while to notice in this connexion.

Hampton Lucy, between Stratford and Warwick.—Here the school, which was an ordinary national school, has been closed. The 55 acres of property was sold some eight or ten years ago for 800*l.*, and the money invested under the Official Trustee of Charity Lands. A mortgage which has kept the charity in debt for some years will this year be paid off, and next year a balance is expected. The scheme includes two exhibitions to Hertford college.

At *Willoughby*, between Rugby and Daventry, there is a charity of about 300*l.* a year, which was originally non-educational, but was partially appropriated to education in 1816. For the year ending June 30, 1894, the master of the elementary school was paid about 82*l.*; other money was spent in school repairs and improvements; the rest, after the annual instalment (with interest) on a mortgage of 1,100*l.*, goes to pension worn out labourers or widows, and to repair the church and the charity farmbuildings.

At *Allesley*, near Coventry, there was an income last year of 35*l.* This goes to an elementary school, in connexion with which there is a little manual instruction.

At *Stretton-on-Dunsmore*, between Coventry and Rugby, the charity (about 100*l.* per annum) pays about 50*l.* to the elementary school. The rest goes in doles, clothing, and coal.

At *Berkeswell*, between Coventry and Solihull, about 100*l.* is paid to elementary teachers, besides what is spent upon maintenance of the school buildings. The rest of the 253*l.* income is spent on the fabric of the church and the poor of the parish.

At *Stoneleigh*, between Coventry and Warwick, the elementary school, which, when the rent of the farm was paid, used to draw the whole charity, about 100*l.*, is now practically supported by Lord Leigh, who has paid large sums for building and maintenance.

At *Baginton*, a few miles south of Coventry, a charity stated to be worth over 200*l.* is entirely spent on the elementary school designed for the children belonging to the Price estate. There are three trustees. No Government grant is asked for.

At *Kenilworth* a charity bequeathed in the last century mainly for the education of the children of the congregation of Protestant Dissenters in Kenilworth is just now, owing to agricultural

depression, producing nothing beyond what is absorbed in the payment of estate expenses. A new scheme is being prepared by the Charity Commissioners.

At *Brailes* an endowment of about 64*l.* is spent on the national school

At *Priors Salford* there is a national school supported by an endowment of about 100*l.* a year, no subscriptions being solicited.

At *Rugby* the Elborow charity is a little under 200*l.* a year, about half of which is spent on almshouses and half for church day schools and Sunday schools. The trustees are various clergymen of the neighbourhood, including the headmaster of Rugby.

At *Wellesbourne* a national school is aided by certain property at Kenilworth which I understand an effort is being made to "exchange for money."

At *Lapworth*, a few miles from Solihull, there are charities bringing in over 418*l.* per annum, and for 1893 there was a balance in hand of more than 70*l.* These charities are applied to the following objects among others: elementary schools, about 80*l.*; highways (so that there is no highway rate), 65*l.*; church expenses, including "expenses incidental to celebration of divine "worship and insurance against fire," over 50*l.*; deserving poor, coals, clothing club, shoe club, about 70*l.* The bequests on the ground of which money is spent on the church and highways date from 1440 to 1568; from 1579 to 1728 (the last bequest) the bequests were for the poor alone. There are very few collections at the church services.

At *Tamworth* there are several charities. *Rawlett's* charity has an annual value of about 200*l.*, of which about 40*l.* goes in doles to the poor, 20*l.* to the vicar for a service on Good Friday and Gunpowder Plot Day, and 10*l.* to the grammar school for giving shelter to Rawlett's library; the rest is spent in subscriptions to local charities and in the so-called apprenticeship of boys, most of whom would be taken without a premium. By one of the provisions of the scheme the trustees are "at liberty to apply "out of any accumulation of income, a sum not exceeding 200*l.* "towards the rebuilding or the improvement of the Tamworth "Grammar School, master's house, and premises." I am informed that the accumulated fund amounts at the present moment to about 40*l.*, and it will be seen from what I have said above as to the school buildings, that the trustees might well put this provision into effect. The *Municipal* charities are disbursed as follows: a notice is posted annually inviting applications and promising consideration if they are made before a certain date. According to the accounts of 1889 (the last accounts presented to the Charity Commission), out of an income of 111*l.* the sum of 100*l.* 9*s.* 0*d.* is put down as doles to the poor, "10*s.*, 5*s.*, and

2*s.* 6*d.* each." Information as to the condition of these charities is very scant. The town clerk affirms that he knows nothing about them. The amount of the endowment of the *Peel* school before referred to is unknown, except perhaps to Sir Robert Peel himself. There seems no good reason why it should not be transferred to the grammar school or applied to grammar school scholarships for poor children.

Coventry is choked with charities. It is the city of doles and the paradise of pauperisation. There are "Church charities" with an income of 2,300*l.*, or more, of which, as far as I can discern from the accounts, about 100*l.* is expended in two exhibitions, while nearly 1,000*l.* goes in pensions. The "general charities," including "Spencer's charity," but excluding certain educational portions of Wale's and Bablake's and all outgoings on property and management, seem to have a nett income of 9,000*l.* a year. Of this there was, at the end of 1893, a balance in hand of about 5,000*l.*, and the salient features of the expenditure are these: Pensions to old women and others, 3,750*l.*; gifts, 1,000*l.* in 250 presents of 4*l.* each, and other gifts amounting to 405*l.*; bread and clothing, more than 300*l.* Coventry is commonly admitted, even in Coventry itself, to be one of the corruptest constituencies in the country, a constituency which, it is freely said, "no man "can expect to win with clean hands." And at the local charity inquiry held by Mr. Murray on behalf of the Charity Commission in 1892 an opinion was given, as coming from "an observant corporation official," that the "charities had a great deal to do "with the continued existence of this evil."

Finally, I may mention the Birmingham Bluecoat schools, with their income of 3,700*l.* per annum. The draft scheme of 1892 was strongly opposed, and is now in abeyance. The education given at these schools is elementary, but the science (I am authoritatively informed) is above the average. The local feeling that the charity does much good in the case of widows and orphans would probably be strong enough to prevent any serious diversion of the endowment to purposes of higher education.

I would venture to ask the special attention of the Commission to the endowments at Yardley and Hampton-in-Arden, which appear to be waiting for educational employment.

In conclusion, I may be allowed to express my great obligation to the many who have, at considerable personal trouble, assisted me in this inquiry, and most particularly to the Rev. A. R. Vardy, headmaster of King Edward's High School, Birmingham.

I am, &c.
JOHN MASSIE.

The Secretary,
Royal Commission on Secondary Education.

Confidential.

ROYAL COMMISSION ON SECONDARY EDUCATION

DIAGRAM

of the

ORDNANCE SURVEY

of

WARWICKSHIRE

Shewing

CIVIL PARISHES

Scale of this Diagram 4 Miles to 1 Inch.

STAFFORDSHIRE

DERBYSHIRE (Det.)

LEICESTERSHIRE

NORTHAMPTONSHIRE

WORCESTERSHIRE

OXFORDSHIRE

GLOUCESTERSHIRE

GLOUCESTERSHIRE (Det. No. 4)

WARWICKSHIRE (Det.)

WORCESTERSHIRE (Det. No. 3)

WARWICKSHIRE

Market Bosworth

Daventry

Evesham

Moreton in the Marsh

Shipston on Stour

Stratford on Avon

Tamworth

Nuneaton

Rugby

Leamington

Warwick

Kenilworth

Coventry

Birmingham

Sutton Coldfield

Meriden

Solihull

Knowle

Balsall

Kingsbury

Polesworth

Atherstone

Bedworth

Coleshill

Middleton

Austrey

Newton Regis

Grendon

Baxterley

Merevale

Mancetter

Hartshill

Bentley

Oldbury

Ansley

Nether Whitacre

Over Whitacre

Shustoke

Arley

Chilvers Coton

Astley

Maxstoke

Fillongley

Corley

Exhall

Ansty

Combe Fields

Wyken

Holy Trinity

St. Michael

Binley

Stoneleigh

Baginton

Wolston

Brandon and Bretford

Kings Newnham

Newbold on Avon

Monks Kirby

Pailton

Churchover

Harborough Magna

Easenhall

Brinklow

Church Lawford

Long Lawford

Clifton upon Dunsmore

Newton and Biggin

Dunsmore

Ryton on Dunsmore

Stretton on Dunsmore

Dunchurch

Bilton

Hillmorton

Bubbenhall

Frankton

Bourton and Draycott

Marton

Leamington Hastings

Grandborough

Willoughby

Wolfhamcote

Offchurch

Radford Semele

Harbury

Ladbroke

Priors Marston

Priors Hardwick

Napton on the Hill

Southam

Upton

Stockton

Long Itchington

Bishops Itchington

Stretton Baskerville

Burton Hastings

Wolvey

Copston Magna

Wibtoft

Shilton

Withybrook

Willey

Barford

Bishop's Tachbrook

Whitnash

Sherborne

Wasperton

Chesterton and Newbold Pacey

Kingston

Hampton Lucy

Charlecote

Old Stratford

Alveston

Wellesbourne Mountford

Wellesbourne Hastings

Compton Verney

Gaydon

Chadshunt

Lighthorne

Morton Morrell

Loxley

Combrook

Kineton

Burton Dassett

Fenny Compton

Avon Dassett

Farnborough

Radway

Warmington

Ratley and Upton

Mollington

Shotteswell

Tysoe

Oxhill

Whatcote

Idlicote

Pillerton Hersey

Pillerton Priors

Eatington

Whitchurch

Honington

Barcheston

Brailes

Sutton under Brailes

Stourton

Whichford

Little Wolford

Great Wolford

Barton on the Heath

Long Compton

Little Compton

Ilmington

Stretton on the Fosse

Burmington

Tredington

Aston Cantlow

Wootton Wawen

Henley in Arden

Beaudesert

Preston Bagot

Claverdon

Budbrooke

Langley

Wolverton

Norton Lindsey

Snitterfield

Bearley

Great Alne

Haselor

Billesley

Arrow

Oversley

Exhall

Wixford

Temple Grafton

Salford Priors

Bidford

Weethley

Alcester

Coughton

Sambourn

Spernall

Morton Bagot

Ipsley

Studley

Redditch

Astwood

Tardebigge

Bromsgrove

Lapworth

Packwood

Hockley

Rowington

Shrewley

Hatton

Haseley

Beausale

Leek Wootton

Guy's Cliffe

Milverton

Lillington

Cubbington

Weston under Wetherley

Wappenbury

Princethorpe

Ashow

Honiley

Wroxall

Bradley Clinton

Packington

Maxstoke

Meriden

Allesley

Coundon

Foleshill

Walsgrave on Sowe

Stretton under Fosse

Harborough Magna

Easenhall

Brownsover

Newton and Biggin

Clifton upon Dunsmore

Rugby

Hillmorton

Willey

Withybrook

Shilton

Monks Kirby

Pailton

Churchover

Stretton Baskerville

Burton Hastings

Wolvey

Copston Magna

Wibtoft

Ladbroke

Priors Marston

Priors Hardwick

Napton on the Hill

Southam

Upton

Stockton

Long Itchington

Bishops Itchington

Harbury

Offchurch

Radford Semele

Leamington Hastings

Grandborough

Willoughby

Wolfhamcote

Bilton

Dunchurch

Bubbenhall

Frankton

Bourton and Draycott

Marton

Brandon and Bretford

Kings Newnham

Newbold on Avon

Brinklow

Church Lawford

Long Lawford

Clifton upon Dunsmore

Newton and Biggin

Dunsmore

Ryton on Dunsmore

Stretton on Dunsmore

Baginton

Wolston

Stoneleigh

Binley

Coventry

Holy Trinity

St. Michael

Wyken

Combe Fields

Walsgrave on Sowe

Stretton under Fosse

Ansty

Foleshill

Bedworth

Coleshill

Middleton

Austrey

Newton Regis

Grendon

Baxterley

Merevale

Mancetter

Hartshill

Bentley

Oldbury

Ansley

Nether Whitacre

Over Whitacre

Shustoke

Arley

Chilvers Coton

Nuneaton

Astley

Maxstoke

Fillongley

Corley

Exhall

Meriden

Allesley

Coundon

Polesworth

Tamworth

Sutton Coldfield

Birmingham

Solihull

Knowle

Balsall

Kingsbury

Atherstone

Market Bosworth

Daventry

Evesham

Moreton in the Marsh

Shipston on Stour

Stratford on Avon

Tamworth

Nuneaton

Rugby

Leamington

Warwick

Kenilworth

Coventry

Birmingham

Sutton Coldfield

Meriden

Solihull

Knowle

Balsall

Kingsbury

Polesworth

Atherstone

REPORT

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ON

SECONDARY EDUCATION FOR GIRLS IN WARWICKSHIRE.

TABLE OF CONTENTS.

	Page
Introduction	105
Extent and Character of the Demand for Secondary Education for Girls	105
Relation of Secondary Education to Life Career	115
Educational Organisation	117
Cost of Education	121
Competition	123
Summary of Recommendations	124

Report on Secondary Education for Girls in in Warwickshire, by Mrs. Glynne Jones.

SIR,

IT has been unfortunate for the adequate completion of the work entrusted to the Assistant Commissioners that the time allotted to them was so very short. The already limited time was still further curtailed by the fact that the season of the year during which their inquiries were to be made fell at a time when most of the schools were either enjoying their vacation or were about closing or just re-opening. The month of August and part of September were for all practical purposes of inquiry useless on this account. In order not to increase unnecessarily the labour thrown upon headmistresses in answering questions as to details, I have left the task of supplying statistics relating to private as well as other schools to my colleague, Mr. Massie, who has included in his report particulars as to schools for girls as well as boys.

To avoid needless repetition the work done by county councils for the education of girls and boys has also been left to him to report upon in detail.

Introduction.

The county of Warwick presents some striking contrasts between the opportunities for the education of girls available in the city of Birmingham and those in the rest of the county.

The provision for girls' Secondary Education in Birmingham appears to be exceptionally good, and is sufficient to meet the present demand. With regard to the rest of the county, however, there is great deficiency, both as to the number of educational institutions and the quality of the teaching supplied.

Of endowed secondary schools, there are six in the whole county. Five of these are King Edward VI. schools, situated at Birmingham, of which one is a high school, the leaving age being 19, four are grammar schools, the leaving age being 16.

The remaining one is situated at Warwick. It is called the "King's School," and was established by a scheme of the Endowed Schools Commissioners, dated 1875, for the management of the King's Schools, Warwick, Endowment and other charities. The leaving age is 16.

1. *Extent and character of the demand for Secondary Education for Girls.*

How far do girls from elementary schools (*a*) demand, and (*b*) make good use of such education as is at present provided?

In the four King Edward's grammar schools, as well as in the King's School, Warwick, a certain number of scholarships are annually awarded to pupils from public elementary schools.

The proportion of foundation scholarships thus reserved in the King Edward's Schools is one-half, and it frequently happens that a still larger proportion than one-half of the successful candidates are public elementary scholars.

All the entrance scholarships at the Warwick school are reserved in the same way.

Name of School.	No. in School, 1893.	Foundation Scholars.	Scholars admitted in 1893.	
			Total.	From Public Elementary Schools.
King Edward's Grammar Schools, Birmingham :—				
1. Aston; girls -	262	87	22	20
2. Bath Row; „ -	214	71	16	12
3. Camp Hill; „ -	205	68	17	14
4. Summer Hill; „ -	132	44	12	9
King's School, Warwick -	189	18	—	—
Total - - -	1,002	288	67	55

There appears to be a good demand for these scholarships since in every case the number of candidates is considerably in excess of the scholarships to be awarded. It should be borne in mind that in Birmingham the social level of the elementary school children is, on the whole, higher than generally is the case in large towns. This is due to the fact that many parents in the middle classes, who would otherwise send their children to private schools, are induced to send them to the elementary schools for the sake of the greater opportunities for obtaining grammar school scholarships they thus obtain.

Advantages gained by elementary scholars.

It seems to be universally admitted that when scholars from elementary schools enter the secondary schools at the age of about 10 or 11 and are able to remain at school some four or five years, they make good progress and maintain their ground well as compared with other pupils. In industry and application they are almost invariably most satisfactory.

Owing, however, it is to be feared, to the more or less mechanical methods of teaching employed in most of the elementary schools, due, no doubt, to the large number of pupils in each class, it is found that scholars from these schools are, as a rule, mechanical in their work, and are markedly deficient in thinking capacity and in imagination. Even in arithmetic, in which the mechanical work is good, there is often an absence of good methods and of intelligent appreciation of underlying principles.

The headmistress of Aston Grammar School told me she found the pupils from elementary schools generally un-intelligent and mechanical in their work. This she ascribed to the poorness of the locality from which her scholars are drawn.

During the last few years there has been a tendency to send the children at a younger age to the grammar school, hence the difficulties in this respect are becoming less marked.

The headmistress of Bath Row Grammar School gave me a similar report upon the pupils drawn from elementary schools,

saying they were usually deficient in thinking capacity and mechanical in their methods, though on the whole they show more intelligence now than formerly.

The headmistress of the King's School, Warwick, reported that her pupils from elementary schools, usually scholarship holders, are generally good in arithmetic and mathematics, but deficient in imagination and in that general knowledge which comes necessarily from living in cultured homes.

When pupils from elementary schools enter the secondary school late, say, at 12 or 13, they can only spend some two or three years before the leaving age is reached, and thus too large a proportion of their available time is spent in adapting themselves to the new routine of work to admit of their profiting materially by it. They usually enter with no knowledge of French, and in many cases have learnt no geography, history, or grammar. Thus they are severely handicapped in comparison with the other pupils.

Several headmistresses expressed their opinion that for children in poor circumstances, in elementary schools, who could only remain in the grammar schools for a year or two even with a scholarship, it would be more profitable to them if they spent that time at a higher grade elementary school if available, where the kind of teaching is more along the lines they have been accustomed to, and where greater attention can be paid to the more technical subjects.

It often happens that the circumstances of the parents make it necessary that their girls should commence to earn at about 14, either as pupil teachers or in some other way; hence it is essential, if they are to be kept longer at school, that something should be added to the scholarship for maintenance.

Subsequent career of elementary scholars.

The large majority of these elementary scholars afterwards become teachers in elementary schools. If they have continued at the grammar schools long enough, and have progressed sufficiently to reach the top of the school and pass the junior Cambridge examination, their period of pupil-teachership is shortened; otherwise they take the full course of four years.

The experience of those who are occupied with the training of such pupil teachers, both in the Pupil Teachers' Centre School and in the Day Training College, at Birmingham, is that the effect of a grammar school education, even when it is of short duration, upon such pupils, is to widen their horizon, and make them much more satisfactory students than those who have never left the elementary schools.

One of the teachers in the Pupil Teachers' Centre School stated that her experience had been that pupil teachers who had been for some time in the grammar schools show greater grasp of principles, while those who had never left the elementary school excelled in giving facts clearly.

The opinion of headmasters and headmistresses, under whom such girls afterwards work as teachers, seems to be that, although, at the commencement of their work those students who have passed through the grammar schools find more trouble

in falling in with the general routine of work than those who have never left the elementary schools, yet after that initial stage is passed, they almost invariably prove to be better and more efficient teachers, in consequence of the greater breadth of training they have received.

A large proportion of the elementary scholars in grammar schools become clerks, either in the post office, the telegraph department, warehouses, or shops. Such clerks usually improve their technical training for the work by attendance at evening classes, such as those at the Midland Institute and the Technical School.

Some few girls become apprentices in shops, to dressmakers or milliners, and a small proportion remain at home to make themselves generally useful.

It is difficult to obtain accurate information respecting the subsequent career of the girls attending secondary schools, because of the absence of any detailed record kept in the schools. Old Pupils' Associations have been formed in very few of the schools in the county; hence when pupils leave school, their future history is only known to the headmistress in some few occasional cases.

In pursuing the inquiry as to what becomes of the elementary scholars after leaving the grammar schools, I received some detailed information, but for the most part the replies I received were general in character and necessarily incomplete.

The headmistress of Bath Row Grammar School had tried to trace the career of her scholarship holders, and reported as to 69 who had passed through the school during about eight years. Her report is as follows:—

16 became pupil teachers.
6 at home.
1 Assay Office.
1 shorthand writer.
1 Post Office.
1 music teacher.
5 in shops.
1 laboratory assistant in high school.
37 unaccounted for.

Her impression was that many of those not accounted for had become teachers in one way or another.

The headmistress of Camp Hill Grammar School told me that a few of her scholars became pupil teachers, but more remained at home. Many would like to become secondary teachers, but, failing the means to do so, became elementary teachers. Frequently a girl would leave school at an early age in order to become pupil teacher in an elementary school.

The headmistress of Aston School believed that 90 per cent. of her pupils eventually earned to some extent their own living.

The majority of these teach in one way or another. In the present first class 10 are about to leave; of these, five are going to begin teaching, while five are going on to the High School.

It should be observed that it is only a very small number of children of real "working-men" that find their way into the secondary schools at any time. In the High School of King Edward VI., Birmingham, not one has been recorded.

Deficiency in supply of secondary schools.

If the opportunities for securing good Secondary Education in Warwickshire at the present time be compared with the state of things described by the Schools Inquiry Commissioners (1864–68), it will be seen that very considerable improvements have taken place. In Birmingham, more especially, there appears to be now no lack of opportunities for girls of all classes to obtain a thoroughly sound education. The reorganisation of the foundation of King Edward VI. has resulted in the present satisfactory condition of the High school, and four Grammar schools for girls, capable altogether of accommodating 1,225 girls.

Secondary Schools in Birmingham.

In addition to these there are two good proprietary schools with accommodation for 500 pupils, and a few good private schools, preparatory and otherwise.

The proprietary schools are the High School for Girls, Edgbaston, with accommodation for 200, and the Church of England College for Girls with accommodation for 300. That the supply of schools of a secondary character is fully equal to, if not rather in excess of, the present demand is shown by the fact that in most of these schools the number of pupils is less than the accommodation, although the range of fees brings them well within the reach of the majority of the middle-class population.

The numbers, fees, and accommodation, of the respective schools stand thus:—

Secondary Schools in Birmingham.

Name of School.	Fees per Annum.	Number of Pupils in 1894.	Accommodation.
Proprietary.			
High School, Edgbaston -	12 guineas to 18 guineas.	160	200
Church of England College, Edgbaston.	12 guineas to 18 guineas.	230	300
Total -	—	390	500
Endowed.			
High School, King Edward VI. -	£9	258	Now 250 but to be 350.
Grammar Schools, King Edward VI.:—			
Aston Grammar School -	£3	262	250
Bath Row Grammar School	£3	214	200
Camp Hill Grammar School	£3	205	300
Summer Hill Grammar School	£3	132	125
Total -	—	813	875

In Birmingham, in addition to so many good schools, there is also ample provision made for Secondary Education for those who are not attending school in the admirably conducted classes of the Birmingham and Midland Institute, the Municipal Technical School, the Municipal School of Art, and to crown all with a university course, Mason College. All these are open to girls.

Secondary Education in Warwickshire, outside Birmingham.

Outside Birmingham the improvement is by no means so satisfactory. In Warwick, by the reorganisation of the King's School endowment, a good endowed school for girls has been established. This is the only endowed secondary school for girls in the whole county outside Birmingham. A good proprietary school at Leamington receives the pupils who can pay somewhat higher fees than those of the King's School, Warwick.

Secondary Schools for Girls outside Birmingham.

Name of School.	Fees per Annum.	No. of Pupils in 1894.	Accommodation.
Proprietary.			
Leamington High School -	9 to 18 guineas	139	200
Endowed.			
Kings' School, Warwick -	4*l.* to 6*l.* 13*s.* 3*d.*	189	230

These two schools, with the private schools, of which there are many at Leamington, probably supply effectively the present demand for Secondary Education in that part of the county.

In *Rugby*, two of the private schools are better than the rest and educate the majority of the girls of the neighbourhood. There seems however to be needed there a public endowed school for girls, of the same type as the lower school for boys established some years ago out of the endowment of the Rugby School. No similar provision for girls has been hitherto made, although the want has been experienced. There is no school to which clever children from elementary schools may be drafted by scholarships or otherwise, as the fees of the private schools are necessarily too high.

In *Coventry* there are some private schools, one of which is better than the rest, but there is no public school of any kind for girls, though there is little doubt that were one to be established it would very soon be filled.

The only charity school, the Blue Coat School for girls, is quite of an elementary character. It is doing good work in training domestic servants.

In *Stratford-on-Avon* there are several private schools, but no endowed school to correspond to the grammar school for boys. A considerable portion of the Stratford endowment is now used by the corporation for diminishing the rates. It would seem

that from these funds some endowment ought to be available for girls, as well as for increasing the income of the grammar school for boys.

In *Sutton Coldfield* and in *Yardley* (which, however, is just outside Warwickshire) there are considerable endowments from which some contributions should be available for the Secondary Education of girls, but as the funds are now used almost entirely for elementary education there may be difficulties in diverting them. The difficulties are increased by the fact that inneither oft hese two places is the population sufficient to justify the establishment of a separate secondary school for girls.

A *dual* school formed by adding a girls' side to an already existing grammar school might meet the case, though as both places are so near Birmingham by rail, a system of scholarships for girls tenable in Birmingham would probably be found more practicable.

The rest of the county seems to be singularly destitute of provision for the Secondary Education of girls. Not only are there no public schools, but there appear to be no good private schools of such importance as to be known outside their own small circle.

As might be expected from this state of things, it frequently happens that girls are found entering the endowed schools and some of the better private schools at a somewhat late age in a condition of great ignorance.

Some causes of ignorance in girls.

A common cause of this ignorance is the fact that small private schools often undersell the better schools, and provide a so-called education at so low a fee that efficient teaching is impossible. Teaching in such schools is entrusted to young unqualified teachers, and to teachers who have had no sort of preparation for their work. In several private schools I visited, the teachers held no higher certificates than the Junior Cambridge or the College of Preceptors. The natural result is that their pupils leave them after a longer or shorter period, having learnt little or nothing. Parents are frequently unable to correctly gauge the character of the education given, while others are either too busy or too careless to trouble themselves about it, and leave it to the schoolmistress.

Until some system of registration or inspection of private as well as of public schools is adopted, to give the parents some guarantee of the work done, it is pretty certain that this state of things will continue.

Poorly-paid inefficient private governesses are also partly responsible for the same thing.

In what respect does the Secondary Education required by girls from the industrial classes differ from that of boys?

In providing for Secondary Education for girls, it must be borne in mind that the curriculum best suited for them is not quite the same as for boys, especially of the industrial classes. Girls, no matter what may be their social status, have always to prepare themselves to some extent for home life, and for that reason must give a certain amount of time and attention to the study of the domestic arts as a preparation for this.

In all schools for girls, whatever may be their grade, some provision must be made for the teaching of technical subjects during a part, if not during the whole, of the school course. For the industrial classes, moreover where the leaving age is early, a more complete organisation of work is needed.

Technical subjects, especially those for girls, have hitherto only been taught as separate items in the educational programme, and have not taken the important place they should have had as an integral part of a general scheme of education.

Technical education contrasted with technical instruction.

To obtain the fullest educational benefit from technical work, it is necessary that the vital connection of technical subjects with the scientific principles which lie at their root should be brought out and made clear. In this way alone can technical teaching be made educative in the true sense, and only by following a well-thought-out scheme of this kind can technical education be given as contrasted with mere technical instruction.

I had opportunities for discussing this question with several educationalists in Birmingham and elsewhere, and particularly with Miss Cooper (headmistress of Edgbaston High School), who has devoted much attention to the subject, and from whom I obtained valuable information.

As a result of these discussions, I came to the conclusion that to obtain the best results for the industrial classes it is essential that the technical subjects, together with the sciences on which they are based, be introduced into the elementary schools at an early stage, the time given to the obligatory subjects being then slightly lessened. This is the plan, followed with good results, in some of the best board schools in Birmingham, the subjects usually taken being domestic economy, with chemistry and laws of health, which are introduced at about the Fifth Standard.

In the standards above the sixth, and in higher grade board schools, the curriculum should be still further modified.

It should include cookery, laundry work, and domestic management based upon a scientific knowledge of chemistry and laws of health, and taught in conjunction with those subjects. Needlework should be taught in conjunction with drawing, designing, colouring, and artistic training generally. Arithmetic should be retained, but taught in its commercial aspect, with its bearing upon account-keeping and book-keeping.

Instead of the general history of kings and queens should be taught the history of great persons (biography) and of institutions —first local, then national. English literature and composition should be included, with especial reference to letter writing from a business or secretarial point of view.

French, when it is only learnt for a year or two and never afterwards resumed, would be best omitted.

Reading and singing should be taught as the basis of good and correct speaking, and physical exercise should be insisted upon as the necessary safeguard of health, without which none of the best work can be successfully done.

It should be understood that physical exercises for girls should invariably be given under the direction of well-qualified *women* teachers.

It was with much surprise and some regret, that I found that the physical exercises and gymnastic training of all the girls in the King Edward's Schools in Birmingham are now entrusted to a man.

If the higher grade board schools, wherever established, kept in view some such curriculum as that now sketched, they would satisfy a long-felt want in the education of the industrial classes, and would enable a large number of girls of the middle class to fill their places satisfactorily in home life, which so many of them now do so inefficiently. Besides this general advantage, a number of girls would be started upon a particular branch of technical training which they could afterwards follow up in any desired special direction so as to earn a living.

Defects of higher grade board schools.

Unfortunately, the higher grade elementary schools for girls, so far, have only trodden the beaten track, and have striven to give an education of a more or less literary kind, similar to that already given in other secondary schools. Thus, for example, the school established in Waverley Road, Birmingham, under the school board, although in the case of boys meriting its name of "organised school of science," is, for girls, far too much like a grammar school. Its curriculum is largely literary, and not technical, so that it is likely to overlap the work already done in the King Edward's Grammar Schools, and also it will probably turn out an increasing number of clerks instead of developing the supply of technical or manual workers in other directions.

Deficiency in supply of technical teachers.

In this matter of technical education, the more inquiry is directed towards it, the more is the fact made evident that one great deficiency is in respect of teachers. A body of teachers qualified as technical educators in the best sense is required throughout the country. In this respect we have, as a nation, not reached the level attained in many other countries, such as America, France, and Belgium. One consequence of the general ignorance of the best ideals, and of the best methods, is that a great deal of the money now spent by county councils in the assistance of technical classes for women is practically wasted. Another consequence is that in many places county councils do not give money towards girls' technical education, where large sums are being spent upon the education of boys.

There are several things needed to remedy this deficiency.

1. It is most important of all, as a preliminary step, to obtain the fullest possible information as to the technical work for women already being done at home and abroad. This might be obtained by the appointment, by Government or otherwise, of a woman already thoroughly in touch with, and experienced in, higher education for girls, to travel in this country and abroad to collect all this information.

Her report would form the basis of a scheme for girls' technical education, which, with modifications to suit different localities, would serve as a model for various parts of the country.

Only a woman with such an experience as this could effectually stand in the position of a competent adviser to county councils and other authorities who may be anxious to promote technical education for girls.

The opportunity of obtaining such experienced advice would afford the means of preventing needless expenditure of money in experiments, and would also secure the fullest possible benefit to the girls of the country.

2. Technical Institutes for women should be established at convenient centres in England. The curriculum or scheme of education in such institutes should be based upon the information obtained from foreign countries and elsewhere as mentioned above.

The new Municipal Technical School in Birmingham, now in course of erection, in which a wing is to be set aside for women, and which will be organised during the coming year, is the kind of institution needed.

At such an institute a body of teachers should be trained, who should afterwards carry the same ideals into the schools of the country.

A single institution of this kind would be extremely valuable. It would not only form a training school for teachers, but would also afford opportunity to those who so desire, to specialise for any particular trade, and would also be useful to many who might merely wish to take up separate subjects as amateurs. It might also undertake the inspection and examination of technical work done in other parts of the country. With such a central institute in each district technical education could be organised without much difficulty, as teachers could be thus supplied either to individual schools, or else as peripatetic teachers to supply several neighbouring schools.

How ought a system of technical education for girls to be organised—(*a*) in Urban, (*b*) in Rural districts?

Thus, in URBAN districts technical education would be given—

(1.) In elementary schools by introducing some portion of technical work into the general school curriculum as early as the Fifth Standard.

(2.) In higher grade board schools by special modification of the curriculum as already mentioned.

(3.) In high schools by spreading the various subjects over a number of years, giving a certain amount in every stage.

In RURAL districts the same general arrangement would hold good, except that special subjects chosen in reference to the industries of the locality should be substituted for others not so essential. Thus, for example, in agricultral districts gardening and horticulture based upon botany would be suitable subjects.

In evening continuation classes the work could be taken up also, following the same general principles.

In many places where scholarships are now offered to girls as well as boys, there has been a smaller number of girls applying than boys. Hence it is assumed that the demand for Secondary Education for girls is less than that for boys. It should be remembered, however, that public opinion on this subject is in a state of transition, and it is quite conceivable that the demand for girls' education, and consequently for scholarships for girls, will increase as time goes on.

Is any, and what distinct, provision for scholarships required to meet the special requirements of girls?

In order therefore to be quite just to the claims of all, it is a general opinion that it would be a wise arrangement to reserve one-third of available scholarships for girls, one-third for boys, and leave one-third open to both. Very probably boys will, for some time, take the majority of the open scholarships; but as the standard of girls' education improves, and the demand increases, the number of girls taking such scholarships will increase, and the stimulating effect of such open scholarships will be obvious.

There seem to be several causes at work to keep down the present demand for Secondary Education for girls.

Cause of small demand for Secondary Education for girls.

1. Parents feel that while a boy will have almost certainly to earn his own living, a girl is not so certain to meet with that necessity, hence the need for a girl to be well-educated is less obvious.

2. The occupations by which women, who have been well educated, may afterwards earn a good living are very few. Hence parents fail to see the ultimate good of the sacrifices they would be bound to make to ensure their daughters' education.

Besides teaching, the lucrative occupations open to women are very few, scarcely any of the skilled work in manufactures is done by women, and even when they are employed they are almost always paid less than men for the same work. All this tends to check the readiness of parents to lay out money on the education of their girls.

3. Many parents have quite a false notion that when the need arises, a girl can turn her hand to anything, and can make a living without having obtained any special training.

As education advances, these false ideas will certainly be displaced by truer conceptions of the value of special training for every kind of work, and so the demand for the improved education of girls will increase.

2. *Relation of Secondary Education to Life Career.*

What becomes of girls trained in secondary schools?

Of the girls who are taught in the grammar schools of Birmingham, by far the larger number become teachers, principally in elementary schools. A small per-centage pass on to higher schools and become teachers in secondary schools, either with or without university training.

Many become book-keepers, clerks, &c. in shops and warehouses. The number of clerks appears to be on the increase, judging by the large number of female students attending the book-keeping

shorthand, and commercial foreign language classes (Spanish particularly) at the Midland Institute. Of the girls in private schools many become teachers in their own schools and, far too frequently, with no qualifications beyond a certificate of an elementary character, such as Junior Cambridge or College of Preceptors.

From the high schools some proceed to the universities, and of these a considerable proportion become secondary teachers.

Thus from Leamington High School, which is only now beginning to send up its own trained pupils, one student entered Newnham College in 1891, three are entered for 1895, and two for 1896.

The Church of England College has sent one or two. This is also a recently established school.

The King Edward's High School sends every year one student with a scholarship for four years to some place of higher education, usually Oxford or Cambridge, and occasionally other pupils from the school go up independently.

The report from the High School, Edgbaston, is as follows:—

1. No. of former pupils proceeding to Oxford or Cambridge in—
   1889, 2.
   1890, 2.
   1891, 1.
   1893, 2.
   1894, 2.
   1895, 4, of whom 1 is a tutor at Somerville Hall.
   1896, probably 6, not likely to be less than 4.
2. Since 1889 12 pupils have left from the highest form to study abroad, and in addition to these 3 have gone to foreign conservatoirs for the study of music.
3. A certain number pass on to Mason College, some of whom take a full course there, while others only take short or limited courses.
   One has just commenced a course preliminary to a medical degree.

I was told by more than one headmistress of secondary schools that the number of girls proceeding to the universities would be much increased if greater facilities in the way of scholarships to places of higher education were available. In this respect there appears to be very marked deficiency.

A certain number of girls, particularly in the more expensive schools, return home after leaving school, and either occupy themselves with household duties or devote time to art, music, or attend classes at the Midland Institute, Mason College, or other convenient place for general culture.

Are there any peculiar difficulties in adjusting preparation to life career in the case of girls?

In adjusting the educational preparation of girls to their life career certain difficulties arise which are not met with in the case of boys. The main difficulty appears to be the uncertainty of the nature of a girl's future life.

For example, while for most boys it is pretty certain that they must choose some occupation by which to earn a living, the same necessity for girls is by no means so certain. The parents of a girl may assume that their means will be sufficient to provide for her future, or that she will probably marry, and that she will never be called upon to earn a living for herself. Suddenly, however, the girl is called upon to depend upon her own exertions for a livelihood, her previous training never having been considered with that object in view.

On the other hand it may be that the education of a girl is consciously directed towards a certain occupation which she is to follow. If she marries, her life for the future is spent in a way quite different from that in which she has been specially trained. It seems, therefore, that in the education of girls, three things should be kept in view by both parents and teachers.

(1.) All girls should receive, as a basis for future life, a broad, liberal, education, an all-round development of the faculties by means of a well-considered educational programme.

(2.) All girls should have, at some time in their education, such training in the home arts as will fit them for home life, that they may approach the various duties of their domestic and social life with an intelligent appreciation of the principles which underlie them.

(3.) In addition to these, every girl should be encouraged to prepare herself for some special career, just as definitely as a boy does. If this is done the girl will have ready to hand a faculty so developed as to afford a means of earning a living if need be.

Further reference will be made to this subject in another part of the report.

3. *Educational Organisation.*

What differences exist between the provision required for girls and that required for boys in—
(*a*) The regulations of a school;
(*b*) The organisation of a system of schools?

In organising a system of schools for girls or for boys there are no very serious differences to be met. The chief difference in the curriculum is caused by the necessary introduction of the home arts into girls' schools, which are not required for boys. In internal regulations the differences are only such as are best left to the individual discretion of the teachers to determine.

Regulations arising out of differences in health or physique can only be made to suit individual requirements and offer no special difficulty.

Mixed classes.

Mixed classes are not to be found in general use in Warwickshire, outside the elementary schools, except in kindergarten and preparatory schools, where the age of the boys does not usually exceed 12. In most of these mixed classes the teaching is done by women.

Schools with distinct classes of boys and of girls.

In schools where boys and girls are taught in classes kept distinct the best results are obtained where the girls' side has

the advantage of the full authority and responsibility being placed in the hands of the headmistress. When the authority of the headmistress is limited and the whole responsibility lies with the headmaster, there is an absence of individuality on the girls' side.

A case in point is the Waverley Road Seventh Standard School, Birmingham, already referred to. There the supreme control is in the hands of the headmaster. The boys' department shows marked signs of individuality, considerable development in workshops, and admirable preparation for trade in various directions.

The girls' side, on the other hand, has nothing to distinguish it essentially from any other secondary school.

A remarkable case of the reverse of this is to be seen in one of the board schools in Birmingham (Tindal Street), where the girls' side, including a Seventh Standard, is under the direct responsibility of a headmistress. This lady has strongly-marked capacity for art teaching and for needlework. Although she is working under the somewhat restricted conditions of an elementary school, with the absence of compulsory home-work, &c., the effect of her individuality and encouragement is such that the girls frequently produce art work, such as designs for headings for lessons, &c., sketches illustrative of reading and other lessons, as well as drawings, paintings, and other things of that nature, done voluntarily out of school hours. The rooms are decorated with specimens of this kind, and the keenest possible interest is taken by the school in this form of work. Needlework, in the same way, is turned to practical use, and encouraged, so that articles are made at home, and form a most creditable exhibition from time to time, and stimulus is thus given to the whole school.

It is evident, from the instance seen in this school, that the individuality of the headmistress, where it is allowed to have free scope, will exercise a marked influence upon the character of the school as well as upon the future career of the children under her care.

A large proportion of the pupils of this school subsequently follow up art in various forms; many attend the School of Art, and many are now to be found employed by printers in designing headings for notepaper, cards, &c., while others are at work in dressmakers' establishments in designing and sketching costumes.

It should be mentioned, perhaps, that this school, in consequence of its geographical position, has a majority of children of a higher social grade than most of the elementary schools in Birmingham, the numbers in the classes are rather smaller than is usually the case, hence the tone of the school produces the impression of being rather more like that of a secondary than an elementary school.

Absence of women governors.

It is a remarkable circumstance that while in the Birmingham schools so much attention is paid to the education of girls, there should be such a marked absence of women on the governing bodies.

Of the governors of the schools of King Edward VI., not one is a woman, although the number of girls now educated in the schools amounts to over 1,000. Again, on the school board it is only quite recently that women have been appointed, and at the present time they form only a very insignificant proportion of the total number of members.

It is difficult to understand why this state of things should be allowed to continue, since it seems the most rational thing possible that where girls are to be educated, women should have a fair share in the management and responsibility of the schools.

It would be a wise arrangement not only for Warwickshire, but for all England, if the principle could be laid down that in all schools, of whatever grade, where girls are educated, a fair proportion of women members should be appointed on the governing bodies.

How does the mixture of social classes work in girls' schools, especially in small towns and country districts?

A good deal has been said from time to time about the difficulties arising from the mixture of social classes in public schools. As regards the public schools for girls in Warwickshire, there seems, however, to be a singular absence of such difficulties. In King Edward's High School, Birmingham, for example, are girls of very varied social position, but no friction whatever is experienced.

The same may be said of the High School, Edgbaston. In King's School, Warwick, the same experience is reported—children holding scholarships from elementary schools are there educated side by side with daughters of tradesmen and of professional men with no friction or social difficulty resulting from it.

Three objects of a girl's education.

It is sometimes a little difficult for parents and teachers to keep in due focus the three possible aims of a girl's education, *i.e.*:—

(1.) Preparation for social life or marriage.
(2.) Preparation for special employments.
(3.) Cultivation of mind and character.

On this subject I have consulted many teachers and educationalists in Warwickshire, and found very general agreement in the opinion that, as a matter of fact, the three objects should be aimed at.

Preparation for home life, as represented by the cultivation of the home arts, should form part of every girl's education.

With regard to marriage, it should be remembered that nothing fits a women better for filling her place well as wife. mother, and citizen than an all-round liberal education, which aims not at amassing facts, but at cultivating and developing the faculties of mind and body. Such an education tends to

produce that adaptability of character which will accommodate itself to its environment and make the most of its opportunities.

Further, it is the opinion of many that a very valuable preparation for the duties of a wife and mother lies in the training and experience acquired in the life of a teacher.

Hence the preparation for the profession of teacher may be looked upon as serving the double purpose of securing a means of earning a living, and at the same time forming a valuable training for social life.

One very striking effect of a good school education is seen also in the ease with which school-girls, educated at schools of the best type, devote themselves to what may be called "outside" work when called upon to do so. As secretaries of societies, organisers of entertainments and classes, and in general handiness, the experience of the corporate life of a public school is invaluable. This has been specially remarked by head-mistresses of proprietary as well as of endowed schools in Birmingham.

It is a very general opinion among those who have had practical experience of women's education, that the pursuit of a definite career has for a girl a far greater *educative* influence than is generally believed.

The woman who has earned her own living, and depended upon her own exertions for some years before marriage, is far better able to appreciate the value of money and to sympathise with the difficulties in the life of the bread-winner than the girl whose previous life has been spent in amusing herself and in making herself charming and agreeable. A woman acquires a measure of public spirit in making her own way in the world which renders her a sympathetic helpmeet to her husband in after life in a way which is impossible to the woman whose early life has been fenced in from all knowledge of, and contact with the world around her.

It would, therefore, be of great advantage, not only to women themselves, but to the world in general, if every girl could be educated in such a way as not only to cultivate her faculties generally, but also to be able to follow some definite employment or profession. If circumstances are such that remuneration is not required, there are ample opportunities for good professional work to be done in the many branches of voluntary work in which skilled workers are so badly needed.

How to enable children to pass through the stages of education.

The problem of enabling girls to pass through the several stages of education is, in the lower stages, not more difficult than for boys in Warwickshire.

The opportunities for girls to pass from elementary to higher schools are numerous and are well used.

There seems, however, to be much greater difficulty in the upper parts of the ladder. Many girls who reach the top of the grammar schools and pass on to higher schools find very few opportunities of passing to the universities.

For example, while in King Edward's High School for Boys, with 426 pupils, there are annually seven leaving scholarships or exhibitions, varying in value from about 15*l.* up to 200*l.*; there is for girls, in the corresponding High School, with 258 pupils, only one such leaving scholarship of 50*l.* for four years. Hence it follows that many girls who would wish to pass on to the universities and to qualify as secondary teachers, are unable to do so for want of funds of their own and of provision in the form of scholarships. Some leaving scholarships attached to some of the best high schools, to carry their holders on to the universities, would be a great benefit, and would satisfy a want that is keenly felt by many.

4. *Cost of Education.*

Causes of low cost of girls' education.

The fact that the cost of girls' education is less than that of boys is due to two causes :—

(1.) Insufficient equipment and apparatus in the girls' schools.

(2.) Insufficient payment to teachers.

Both causes are well shown in the grammar schools of King Edward, in Birmingham.

Insufficient equipment in girls' schools.

While the boys' schools are all well fitted with apparatus, laboratories for chemistry and physics, workshops, &c., the girls have nothing to correspond with this. In some cases an endowed school has a kitchen in which cookery is taught, but no provision is made for teaching chemistry, upon which cookery should be based.

Needlework is taught in many schools and cutting-out also; but even that is not connected with its scientific basis of drawing, design, and colouring, and so, no apparatus worth calling such is provided in the schools.

The school already referred to, the Higher Grade Elementary School, Waverley Road, Birmingham, is another instance of this. The only equipment provided for the 230 girls for technical education is a small kitchen, while the boys are well supplied with everything required to make the technical education of the best possible kind.

The headmaster did certainly express his willingness to do more for girls if he could find out what was best to be done. He accordingly asked the girls whether they would like to learn laundry work. After consultation with their parents they unanimously declined. The headmaster seemed surprised at this, although any woman could have foreseen that no girl of that class would, of her own will, have "washing-day," with all the discomforts which are connected therewith in her own home, brought into her school life. A woman, with a wiser insight into the working of girls' homes, would never have put the question before girls in that way, but would have provided the scientific teaching first to show how such work can be pleasurably done when the right means are adopted.

Low salaries to women teachers.

Then again, salaries for teachers are invariably very much lower for women than for men. In the grammar school they start as low as 80*l.*, and rarely, if ever, exceed 200*l.* for the assistants, while for men assistants in the boys' school, salaries range from 100*l.* to 600*l.*

In King's School, Warwick, salaries range from 75*l.* to 110*l.* and cannot be exceeded, because of the lowness of the fees charged to the pupils.

This affects the school badly in this way. The headmistress obtains the service of a well qualified young teacher without experience, who, for the sake of the experience, will give her services for so low a figure. But she is naturally looking about for a better post, and directly one such appears she leaves the Warwick School. This frequent changing of teachers does not do justice to the headmistress or to the children, and is necessarily a bad thing for the school.

Again, low salaries affect the quality of the teaching in other ways. It is not to be wondered at that would-be teachers hesitate to pass years in study, and to expend a large amount of money in qualifying for work, for which in all probability they will never be paid more than about 100*l.* per annum. Teachers frequently lose heart and enthusiasm in their profession, because they know there is no possibility of rising beyond a certain low salary, no matter how well their work may be done. Some headmistresses find their assistants do not give themselves sufficient holidays, sufficient either in length or variety, on account of this, as the margin between their salaries and their necessary living expenses is so very small. The expenditure on books and appliances, necessary to make their teaching of the best, is also kept down for the same reason. All this tends to produce a serious effect upon the quality of the teaching in many of the best schools for girls.

It is strongly felt by many that in the framing of schemes for the administration of girls' endowed schools, these facts should be kept well in view, and no scale of fees should be sanctioned which does not allow of fully qualified teachers being paid an adequate salary.

In no case should a teacher with a degree and with full training for teaching be employed at a lower salary than 120*l.* per annum to begin with, and no teacher, worthy of the name, should be employed whose services are not worth at least 100*l.*

This was the opinion expressed to me by many headmistresses in Birmingham and elsewhere.

Willingness of parents to pay fees for girls.

Taken on the whole, parents are less willing to pay for their girls such sums as they willingly pay for their boys. This is largely due, not so much to indifference of parents, which is now very considerably less than of old, but to the few opportunities there are of girls obtaining adequate remuneration after their education is completed. It therefore follows that parents who make great sacrifices to educate their boys, since they can see

opportunities in the future of their boys filling good and well-paid positions in after life, are not equally willing to make such sacrifices for their girls, because they fail to see corresponding opportunities for their future. The occupations for women being so few, and the salaries paid for women's work being on the whole so low, makes this difference.

Distribution of grants to boys and girls.

In the distribution of grants to school children, local authorities in Warwickshire make little difference between boys and girls. In technical education, however, although the amount per head may be the same for girls as for boys in any one subject, yet the actual amount expended by county councils on girls' education is very much less than that spent on boys. In many places no provision whatever is made for girls in this respect.

It appears, however, that the difference is due, not so much to unwillingness on the part of authorities to help girls, as to ignorance of the best ways of assisting girls' education. This points clearly to the need of oganisation of girls' technical education in this direction, so as to secure the right amount of help being given to this, and also to secure that the necessary opportunities are given to the girls who require them. Authorities who have in hand the expenditure of public funds are greatly in need of guidance or advice in this respect.

5. *Competition.*

Are the High schools injured by the establishment of cheaper schools?

The evil of over-competition is, so far, not so much a present existing fact as a prospective danger, and as such should be guarded against.

In a general way the best proprietary High schools are not materially injured by the multiplication of cheaper schools in Warwickshire, because parents appear to be satisfied with the quality of the education given in these best schools, and are able and willing to pay the higher fees which are charged. If however, this multiplication of good schools at very low fees continues to increase, it will inevitably affect the more expensive schools. As it is, the establishment of the cheaper endowed public schools has had the effect of driving out of the market many private schools, some of them really good ones, because many parents prefer the prestige and stimulus of a public school to the somewhat uncertain standard of private schools.

The probable ultimate effect of the under-selling of High schools by the cheaper endowed schools, all of which are day schools, will be that an increasing number of girls will be sent to expensive boarding schools, either at home or abroad, and the manifest advantage now obtainable at High schools—where the pupils have in addition the training of home life—will be lost.

There is at present room for the existence of the middle-class endowed school with low fees (which, however, should never fall

so low as to be at the expense of the teachers' salaries), and also of the more expensive High schools, either proprietary or private, with higher fees, giving a more extended and liberal course of education extending to a later age, and fitting more particularly for subsequent university life.

There is, no doubt, a certain influence, though probably not in Birmingham a powerful one, exerted on parents' minds by the somewhat more select company to be found in the more expensive schools, but even more powerful than this is the feeling that the individual attention given in the dearer school is greater than can be given with the large classes in cheaper endowed schools.

There is one advantage in particular which is secured in the schools in which higher fees are paid which must of necessity be lost in cheaper schools. It is that in the more expensive school the number of pupils per head to each teacher is considerably less than in the cheaper school. This not only ensures a greater share to each pupil of individual attention, but it leaves to the head-mistress, as well as to other members of the staff, a larger amount of leisure for following up the moral problems which continually occur in school life, and for creating a moral atmosphere, which is so essential a feature of a really good school. When, as in cheap schools, every member of the staff has to take entire charge of a class of, say, 60 children all day, and every day, they cannot possibly have leisure or mind enough to give to the solution of these difficulties, and so fail in cultivating the general intelligence and moral fibre of the individual members of the school. The highest essential of true education is thus frequently lost.

Summary of Recommendations.

1. *Provisions required for completing the supply of Secondary Education for Girls in Warwickshire.*

Secondary endowed schools are required in—

(1.) Coventry.

(2.) Stratford-on-Avon.

(3.) Rugby.

(4.) In south, east, and west Warwickshire, in some cass by adding a wing for girls' to the boys' grammar school, but with organisation and entire management of girls' department in the hands of qualified headmistresses. In these parts of the county no public provision whatever is made to give Secondary Education to girls.

2. *Technical Education.*

(1.) Development of the woman's department of Municipal Technical School, Birmingham.

(2.) Modification of curriculum and method of teaching with introduction of technical subjects in upper standards of elementary schools, and especially of higher grade elementary schools.

(3.) Organisation of technical classes on a sounder scientific basis, so as to obtain the maximum educational training from manual and technical subjects.

3. *Educational Organisation.*

Women governors are required on every governing body dealing with the education of girls.

4. *Cost of Education.*

(1.) Improved appliances are required for science teaching in girls' schools, so as to raise the standard of such work and to increase its value,

(2.) In the construction of schemes for public schools for girls, care should be taken that the salaries of teachers be adequate. For this purpose no scale of fees should be sanctioned which would necessitate the reduction of salaries below a minimum of 100*l.* for ordinary and 120*l.* for fully-qualified teachers with a degree, and that in this particular existing schemes should be modified wherever possible.

(3.) Increased facilities should be secured to girls to carry on their education at the universities. Leaving scholarships tenable at the universities are especially needed in all High schools.

I am, &c.

DILYS GLYNNE JONES,
Hon. Assistant Commissioner for
Warwickshire.

October 2nd, 1894.

REPORT

BY

A. P. LAURIE, Esq., M.A. (Cantab.), Assistant Commissioner

ON THE

WEST RIDING OF YORKSHIRE.

PART I.

The County Boroughs.

TABLE OF CONTENTS.

PART I.

	Page
GENERAL REMARKS:—	
Improvement in Grammar Schools	132
Higher Grade Schools	133
LEEDS:—	
The Grammar School	136
The Yorkshire College	141
The Queen's Scholars	145
The Training of Secondary Schoolmasters	145
The Scholarships	148
The Mechanics Institute	150
The Girls' High School	153
The Church Middle Class School	154
The Higher Grade School	159
SHEFFIELD	165
The Grammar School	165
The Girls' High School	167
Wesley College	168
The Technical School	170
The Higher Grade School	172
The Firth College	174
BRADFORD	178
The Grammar School	178
The Grammar School for Girls	181
The Technical School	181
The Higher Board Schools	183
HUDDERSFIELD	187
The Higher Grade School	188
The Technical School	189
ALMONDSBURY:—	
The Grammar School	191
HALIFAX	192
Heath Grammar School	193
The Higher Grade Schools	195
SUMMARY	198

PART II.

	Page
Work of the County Council	203
Secondary Schools in the County	209
Shipley Salt Schools	212
Bingley Grammar School	214
Keighley Grammar School	216
Skipton Grammar School	218
Batley Grammar School	220
Dewsbury Grammar School	222
St. Augustine's Grammar School	224
Ossett Grammar School	225
Wakefield Grammar School	226
Hipperholme Grammar School	229
Elland Grammar School	230
Fartown Grammar School	232
Longwood Grammar School	232
Barnsley Grammar School	233
Rotherham Grammar School	235
Todmorden Higher Grade School	238
Pontefract Grammar School	239
Doncaster Grammar School	240
St. Peter's College, York	242
Knaresborough Grammar School	244
Ripon Grammar School	245
Harrogate Private School	245
Giggleswick Grammar School	249
High Bentham Grammar School	252
Sedburgh Grammar School	252
Ackworth Friends School	253
Summary	255
Map of West Riding of Yorkshire	268A
Appendix:	
Population of Technical Instruction Districts, with their County Boroughs	269
Giggleswick School	269
Ackworth School	270
Halifax Higher Grade Board School	273
Sheffield Central Higher Board School	274
Leeds Higher Grade School	275
Some Private Schools	278

Report on Secondary Education in the West Riding of Yorkshire, by A. P. Laurie, M.A.

SIR,

I HAVE the honour to present you with the results of the inquiry into the condition of Secondary Education, which you commissioned me to conduct in the West Riding of Yorkshire. General remarks.

The district you assigned to me is one of peculiar interest on account of the great variety of population it contains, and the wide differences between the occupations and lives of those inhabiting different parts of the county. The consequence of this is, that almost every problem connected with the organisation of Secondary Education may be found in the West Riding of Yorkshire.

In Leeds, Sheffield, Bradford, and other towns we have to deal with a large manufacturing population, crowded together in great numbers, while in towns like Keighley we have a comparatively small town, entirely devoted to manufactures, and in many cases (to which Keighley itself is an exception), having little in the way of local institutions.

In other districts, not far removed from these active and vigorous manufacturing centres, are purely agricultural areas, containing quiet little country towns such as Selby or Knaresborough. Besides these, there are the coal-mining regions containing a large population living in overgrown villages; and upon the moor, sometimes overlooking valleys crowded with mills, sometimes far removed from towns, is a scattered and primitive moorland population.

The geographical conditions associated with this varied population are also of importance if we are thoroughly to understand the problem before us.

The West Riding is a long narrow strip of country running north-west, and about 92 miles long, and at the broadest part 48 miles broad. It has a population of 2,444,931. Towards the south and east the land is level and largely arable, being highly farmed, but towards the north and west there are great stretches of moorland with deep valleys between, and the only agricultural employment is the feeding of sheep and grazing of cattle upon the moors. In the north-west extremity, as the boundary is passed between Yorkshire and Westmorland, the moors rise to the dignity of mountains. In considering the distribution of population over this area, it will be convenient to take certain cities as centres of reference.

The two largest cities are Sheffield and Leeds, Sheffield standing on the southern edge of the county, and Leeds standing very nearly in the centre, but a little nearer to the south-east end. Probably if the county were regarded as a continuous sheet of uniform density, Leeds would occupy almost exactly the centre of gravity.

Lying to the west of Leeds is a district of country about 24 miles by 30, which is the great centre of the woollen industry.

This small district includes besides Leeds, three other county boroughs, namely, Bradford, Huddersfield, and Halifax, besides a large number of small manufacturing towns. And if Sheffield be excluded, it contains the larger part of the population of the West Riding.

A map, showing the county boroughs and urban sanitary authorities, reveals in a striking manner the nature of the population and the way it is distributed, the whole of the region referred to being covered with urban sanitary authorities, while in the rest of the county these are few and far between. To the east of Leeds, the country is agricultural, and contains few towns of any size or importance, until on the boundary of the county we come to York; and north-west of Leeds we enter upon a still more sparsely populated country of pasture and moorland, with only one important town, Skipton, on the fringe of this district, which stretches away beyond Skipton for over 20 miles.

There only remains to refer to Sheffield and the district round it to complete our rough survey of the general features of the West Riding.

Sheffield, with a population of 324,243 inhabitants, lies on the southern extremity of the county, and is not surrounded by a large manufacturing district like Leeds. It forms a distinct centre of its own, and belongs as much to the neighbouring parts of Derbyshire and Nottinghamshire as it does to the West Riding, and the fact is recognised by the Technical Instruction Committees of those counties, for by both of them Sheffield is used as a centre. Sheffield is nearly surrounded by moorland and agricultural country, but is linked up to the region of woollen manufacture by the colliery districts lying round Barnsley. Passing from Sheffield to Rotherham, from Rotherham to Barnsley, and from Barnsley to Huddersfield, we pass from the manufacture of iron and steel to coal-mining, and from coal-mining to woollen manufacture. This region, therefore, lying between Sheffield and the woollen district—the part of the West Riding already referred to—consists of large colliery villages, and contains a considerable population, with little of the organisation of civic life.

To the east of Sheffield, as to the east of Leeds, the population is almost entirely agricultural.

Having now given a brief description of the general character of the West Riding, and of the distribution of the population, we may next consider the educational institutions with which the county is provided.

In the first place it is obvious, by a glance at the appended map, that the West Riding is well provided with endowed schools fairly well distributed over the whole county. The number of endowed grammar schools being

Improvement in grammar schools.

I am especially glad to be able to report, generally, that a comparison of the present condition of these schools with their condition in 1865, when Mr. Fitch inspected this district, shows, with one or two exceptions, a remarkable development of grammar

schools since that period. Indeed, I have only seen two grammar schools that at all correspond with the description given by Mr. Fitch at that time, as applying to large numbers of these establishments. This welcome change is to be ascribed partly to local interest and enterprise, and partly to the reformed schemes of the Charity Commissioners in which so many of Mr. Fitch's recommendations have been carried out. The result has been to completely alter the balance of importance between the private schools and the grammar schools, the private secondary day schools having largely disappeared just as the grammar schools have again risen into importance. As a typical example of what has taken place all over the West Riding, I may take a case where some years ago the grammar school in a small town had become extinct, and the more public spirited citizens desiring to have a good school, persuaded an Oxford man to come and start a private school in the town, by guaranteeing part of his income; and for some years this was the only school in the town. Now, under a reformed scheme, the old grammar school has again risen into importance, with new buildings and a fair number of boys, and the private school is disappearing before its superior rival, which now has among its governors the very men who set up the private school years ago. This example illustrates what is happening everywhere in the West Riding. The revival of the grammar schools has crushed or is crushing the private day schools out of existence. But while this remarkable change has come over the West Riding since Mr. Fitch's report, another change is now beginning which may threaten the renewed life and vigour of the grammar schools, and require them to make fresh efforts to hold their position as educational institutions.

Higher grade schools.

On visiting the West Riding, I quickly found that while the day private schools were comparatively unimportant, a new type of secondary school was rapidy rising into existence. These are the higher grade schools, growing out of the roots of the now organised system of elementary education, and rapidly assuming great importance. These schools seemed worthy of peculiarly careful study, as they represented a new development of Secondary Education, based upon a demand for something more than ordinary elementary education from large masses of the population which had not asked or received it before. In fact, in the growth of the higher grade schools, in some cases supplying free education, the educational movement of the 16th century seems to be repeating itself on a larger scale; and just as the present grammar schools which in 1868 in a large number of cases were free schools, have become by the pressure of events fee-charging middle class schools, so again under a new educational movement, the necessity for supplying an advanced education to the masses of the people is again arising, and is being met by a new machinery more suited to the conditions of modern life. Higher grade schools are thus deserving of special attention, and are of the greatest interest as marking a new educational impulse, rising

from below. Leeds, Sheffield, Halifax, Huddersfield, and Bertley have each their higher grade school, while Bradford has five schools taking an intermediate place between a higher grade school and an elementary school, and an attempt is being made to do something in the direction of a higher grade school at Todmorden, while in other towns the grammar schools, by means of free scholarships from the elementary schools, are to some extent supplying the same need. There is also another type of school which has come into existence during the last few years, the day school attached to the Technical Institute. Examples of such schools are to be found in Sheffield, Bradford, Huddersfield, and Keighley, and they are deserving of attention on account of the peculiarly one-sided system of education for which they are responsible. These types of schools are new since Mr. Fitch made his report, but there is another type of school for which he prophesied extinction, and in which his prophesies have been remarkably fulfilled. There are the proprietary schools unassociated with any particular religious sect. With the exception of the high schools of the Girls High School Company, which are most prosperous institutions, I only know of one proprietary school at present in the West Riding which is not associated with some distinct religious body, namely, the Mechanics' Institute at Leeds. That school flourishes now as it did at the time of Mr. Fitch's report, but there is no other left, and some even of those that have the support a distinct religious connexion are hard put to it to live.

I have already referred to the comparative unimportance of the day private schools at the present time, and it is, I think, sufficiently obvious that Secondary Education is falling into the hands of schools, either endowed, or rate supported, and is less and less able to pay for itself, far less make a profit for an individual engaged in it as a business. In fact, money can now only be made where boarders are taken, and when the price charged for food and lodging handsomely covers the loss on the price charged for education. This doubtless simplifies the problem of organising Secondary Education from the outside, as it is tending more and more to fall into the hands of recognised bodies, endowed or rate supported, and already in touch with, or accustomed to public control. There is another new feature in the West Riding which seems to me of peculiar interest to those engaged in the problem of organising Secondary Education, and that is the work of the Technical Instruction Committee of the West Riding County Council, specially in regard to its influence on secondary schools; and I have consequently devoted some time to studying its connexion with the education of the district. Finally, there have arisen two most important institutions for promoting the advance of higher education in the West Riding, namely, Yorkshire College, Leeds, and Firth College, Sheffield, which are deserving of particular consideration in their relation to the other educational institutions. Speaking generally, it is impossible not to feel,

that whatever the defects of our system of Secondary Education may be, great advance has been made since the days of 1865, when Mr. Fitch first reported on the condition of education in the West Riding.

In dealing with the condition of Secondary Education in detail, I shall first consider the county boroughs, and the schools which they contain.

Leeds.

The most important of these is Leeds, both on account of its size, and on account of its geographical position. Leeds is not only the most central point in the county, but it also has the greatest facilities in the way of railway communication with all parts of the country round. This is of course of the utmost importance for an educational centre, and it has therefore rightly been chosen as the seat of the university of the West Riding. It has a population of 367,505. Leeds.

The secondary schools in Leeds are—

The Higher Grade School for boys and girls, to which a branch school is now attached;
The Mechanics Institute School which is for both boys and girls;
The Church Middle Class School for boys and girls;
The Girls' High School under the Girls' High School Company;
The Leeds Grammar School.

It will be noticed that Leeds therefore supplies as much Secondary Education for girls as it does for boys.

These schools are worthy of careful study inasmuch as the question of how far they are unduly competing one with another is of special importance. Very varying opinions are held on this question by different persons, and it is a matter upon which it is difficult to arrive at an absolute conclusion.

The school principally accused of undue competition with the other schools is the higher grade school. It is complained that it is difficult for schools charging high fees to compete against an establishment charging sixpence a week to its scholars; and it is alleged that many parents who can quite well afford to pay the fees of an ordinary secondary school send their children to the higher grade school.

The two schools which complain principally of this competition, are the Church middle class school and the grammar school, and there can be no doubt that both these schools have fallen off very largely in numbers in the last few years. The number of boys in the grammar school was once as high as 275, and has now fallen to 150, while in the case of the Church middle class school, the number of boys has fallen from 350 to 1,106, and this falling off in numbers coincides fairly closely with the growth of the

higher grade school. However, when I come to the consideration of these schools in detail, I think I shall be able to show that the falling off in numbers can be accounted for on other grounds, and my opinion is somewhat confirmed by the fact that the Mechanics Institute School, which is next door to the higher grade school, and which is giving almost the same curriculum and drawing to a great extent from the same class of people, is, though charging a higher fee, quite full, and has not been affected by the rapid growth of the higher grade school next door.

In considering this question of how far a school with lower fees is competing with one in the same town where higher fees are charged, it is quite misleading merely to look at the incomes of the parents, and to assume that a boy, because his father was well of, would have gone to the dearer school if the cheaper school had not existed. There are many men in the West Riding of Yorkshire (as in all manufacturing districts), who, though wealthy, have received little or no education themselves, and do not perceive the necessity of it for their children. There is no doubt in my mind from inquiries I have made of headmasters and others that there are many children of wealthy parents in the West Riding who are sent to the elementary schools, and who, if the higher grade school did not exist, would not have gone to the more expensive middle class school, but would simply have been content with an elementary school education.

It becomes therefore a difficult question to decide how far a school like the higher grade school at Leeds is taking children away from the more expensive middle class schools. I especially asked one headmistress of a girls high school how she knew that her assertion that the higher grade school in the town was taking away girls from her own school was correct. Her reply was that she knew girls who were at the higher grade school whose parents were quite able to afford the fees of the high school; but this reply cannot be regarded as at all conclusive by anyone who has studied the habits of parents. As I shall show, when I come to consider the relation of the higher grade school to the grammar school in Halifax, a personal knowledge of the parents distinctly shows that a certain number of boys are sent to the higher grade school who otherwise would go to the grammar school; but the number who do this is very small, and does not seriously affect the more expensive middle class schools when efficiently managed. This question, however, of overlapping of schools is one of so much importance, and if undue weight is given to it, may lead to so much mischief, that I shall return to it again as occasion arises in other parts of this report.

Grammar School, Leeds.

The oldest educational institution in Leeds is the Leeds Grammar School, which is richly endowed, having an income of 4,455*l.* from its endowments alone. It is situated on high ground at the edge of what is known as Woodhouse Moor, close to Yorkshire College, and near the residential part of the town,

there being a large well-to-do middle-class population, lying beyond it across the Moor, while below it, on the other side lies work-a-day Leeds; so that it could not be in a better position for the class of pupils it may expect to get. It is one of the very few grammar schools in the West Riding which is not working under a revised scheme drawn up by the Charity Commissioners. A scheme has been proposed, but has been hung up for about ten years. The result is that the governors do not contain among their number men who sit there as representatives of any of the public bodies in the town; and though they are men of standing and good position, yet this fact alone tends to prevent the school keeping in close touch with the inhabitants of the town.

There must always, also, be a tendency in a body of governors, who have the power to fill vacancies in their number by co-option, to become too much representatives of one or two narrow interests, and it is consequently a common complaint that the governors of this institution represent merely church and conservative interests, and though this impression may be quite unfounded, yet it is almost inevitable in the case of a body of this kind.

There can, therefore, be little doubt that one of the first things that should be done in order to revive this school, and give it its proper position as the grammar school of Leeds, would be the revisal of the present scheme, and the placing of the governorship of the school on more popular lines. It is well supplied with scholarships and exhibitions, besides being one of the schools eligible for the Hastings Exhibitions at Queen's College, Oxford, of the value of 90*l.* per annum, tenable for five years, of which four are open for competition every year. It is also eligible for the Milner Scholarships at Magdalen College, Cambridge, of the value of 65*l.* per annum, tenable for at least four years, one of which is awarded every year. Besides this, there are six school exhibitions of 50*l.* each per annum, tenable for four years at any of the universities of Oxford, Cambridge, or Durham; so that the school is remarkably well equipped for attracting boys who intend going to the universities at the end of their school career.

Furthermore, there are various scholarships tenable at the school itself. There are four senior scholarships of 20*l.* each, tenable for four years, and open to boys under 16 years of age. There are four junior open scholarships of 10 guineas each, tenable for four years, two open to boys who are under 14, and two open to boys who are under 12 years of age. There are four junior close scholarships of 20*l.* a year, each tenable for two years, and confined to boys under 14 years of age who have been educated for the three years immediately preceding at some public elementary school in the borough of Leeds. The trustees of the Lancasterian funds give annually one scholarship of the value of 10 guineas under the same conditions as the preceding. To these there may be added some supernumerary scholarships and a few valuable prizes. The

school accordingly is remarkably well equipped in the matter of scholarships and exhibitions of every kind.

The school has large grounds round it, with a fives' court, and the buildings are of a somewhat ornate character, but not well designed, or particularly suited for school purposes. We find here one of those long rooms meant for holding two or three classes at once, which still linger in grammar schools, though rapidly dying out from the modern elementary schools. This is so very inconvenient a plan that it is remarkable it should ever have been adopted.

Outside the main building there is a small laboratory and lecture room, which is fairly well fitted up, though it has the inconvenient arrangement of having only one entrance to the laboratory, through the lecture-room. The floor of the lecture-room is too flat for the boys to see the experiments in a satisfactory manner. There is also a small workshop outside the building, where voluntary classes in woodwork are held by a very incompetent teacher. The course of instruction at the school comprises the usual subjects of English, Latin, Greek, French, and German languages; arithmetic, mathematics, history, geography, science, vocal music, freehand and model drawing, book-keeping, and shorthand. The upper part of the school is divided into two parts, classical and modern, the classical side devoting six hours to Latin, six hours to Greek, and three hours to French, while the modern side takes the same number of hours of Latin and French, but replaces the six hours' Greek by six hours of German.

The upper school is about equally divided between the classical and the modern side. The total number of hours' work in the week is 27, of which it will be noted that 15 are devoted to languages. The consequence is that there is very little time to devote to science, and this has an important bearing, as I shall show presently, on the popularity of the school.

The course of science instruction is fairly well arranged, beginning low down in the school with a little botany and elementary physical geography, which is followed by a course of elementary chemistry, the boys being now between 12 and 14 years of age. After passing through Roscoe's Primer the boys go on to Fisher's Chemistry, which occupies them till they leave the school. The defect, however, of this course of instruction is that there is not sufficient laboratory work. The laboratory is only used by the sixth-form boys for a course of ordinary elementary qualitative analysis, and there is no attempt to give a practical course of experimental science from the beginning. This is partly due to the smallness of the laboratory, which has accommodation for only 10 boys, and partly due to the small amount of time allowed for science in the school course, which is only two hours a week; but I cannot help thinking that the science master is hardly awake to the rapid progress which has been made of late years in the devising of sound experimental

courses in elementary science with a distinct educational aim; and this is the more remarkable, as one of the most vigorous exponents of newer and better methods of teaching science, Professor Smithels is engaged in giving sound courses of practical chemistry within a few yards, at Yorkshire College. Where a school is seeking to obtain grants from the Science and Art Department, we cannot expect to find much originality or spontaneity in its methods of teaching science, but a richly-endowed institution like this can easily do more in devising sound courses of instruction in elementary science of real educational value. In mathematics and classics the school seems to do well, the sixth form reading selections from Lysias, and from Plato's Republic, the seventh book of Thucydides, and some Sophocles in Greek, while in Latin they are reading Virgil's Georgics, Lucan, Juvenal, Cicero, and Tacitus, and in mathematics they are taking analytical and geometrical conics, trigonometry, elementary statics and dynamics, and the usual algebra and Euclid. The drawing seems fairly good of the ordinary kind.

The boys come largely from small preparatory schools, a few coming from the elementary schools to take the scholarships set apart for them. Since the opening of the higher grade school these boys are principally from voluntary schools, and the competition is not so great as it used to be. I was surprised to find some half dozen boys in the lowest form who had been to the higher grade school, having left it on reaching the second and third standard, thus revealing a tendency on the part of some parents to use the lower standards of the higher grade school as a preparatory school. No boys of older years seem to pass at present from the higher grade into the grammar school.

That this is quite a possible thing to do and is done in some cases, I shall show when we come to consider the educational arrangements in certain towns of the West Riding. It is, I think, distinctly unfortunate that boys who show a special bent for higher scholarship, and would be likely to distinguish themselves at Oxford or Cambridge, should not pass on to the grammar school. It would be one of the first duties of any public body in control of the Secondary Education of the whole town to arrange some system of scholarships by which this could be done. There seems to be no obvious reason why the four junior class scholarships of 20*l.* a year each should not be taken advantage of for this purpose, or, in the case of older boys, the two senior scholarships, the conditions of which at present in force make quite available for this purpose.

The age at which boys enter the school is about eight to nine years, and the larger number leave in the fifth form or in the remove, the sixth form only containing 11 boys. The tendency to leave early is more marked on the modern than on the classical side, boys occasionally leaving the school as young as 15. The boys do not seem to go from this school to Yorkshire College,

those who take scholarships going on to Oxford or Cambridge and the others going into business.

The only exception to this is that four or five boys go every year to the Medical School in Leeds which is now a portion of Yorkshire College.

There are in the school from five to six boys who have been in an elementary school and who pay the whole fee.

The headmaster complains both of the competition of the higher grade school at one end, and of Yorkshire College at the other.

I am disposed to think that the school suffers a little from both these causes, for as I shall show presently, a great deal of the work done at Yorkshire College is in direct competition with the fifth and sixth form of a good grammar school, but nevertheless, the falling off of numbers in this school can be accounted for in other ways.

I have already pointed out that the present system of government is not a popular one; and there are other reasons for the diminishing numbers at this school. In the first place, while it is true that there is now no religious difficulty (the sons of Nonconformist ministers attending the school), there was a time when it was exclusively a Church of England school, and there seems to be still an impression in the town that it is a place meant for, as they crudely put it, "parsons' sons."

Besides this, while the staff of masters are all university men, and no doubt are well qualified as far as scholarship is concerned, yet I was not much impressed by the discipline of the school. The boys struck me as being inattentive, and the masters sleepy, while there was a general want of smartness and briskness about the way in which the classes were conducted. I find this opinion confirmed on inquiry outside, the impression being that the teaching is wanting in vigour.

There is another matter also to be taken into consideration: While I should be sorry to enter into a discussion of the rival merits of science and languages as subjects for mental training and discipline, there can be no doubt, that, as a mere matter of business, the devotion of a good deal of the school time to science pays at present in Yorkshire, and that if the modern side of the school devoted more time to science and less to languages, while the classical side was left as it is, the school would be more popular with Yorkshire parents. I cannot help also thinking that more might have been done to connect the school with the higher grade movement at the one end and with Yorkshire College at the other. These two vigorous institutions have grown up of late years in Leeds, and one cannot help feeling, though it is difficult to give any demonstration of its truth, that while the grammar school has a most important function to play in the general scheme of education in Leeds, it has been allowed to drift into a backwater away from the main current of educational

progress. This is the more unfortunate as it possesses a head-master of the highest culture.

Yorkshire College.

Yorkshire College.

It is impossible to consider the Secondary Education of Leeds or of Yorkshire without entering minutely into the work of Yorkshire College. This university college now forms part of Victoria University, and as such, shares with Owens College, Manchester, the power to grant degrees. It represents several distinct departments of learning, both pure and applied, containing besides the courses of lectures necessary for the usual degrees in science and in the humanities, an important medical school and a technical department, including engineering, dyeing, coal mining, leather manufacture, textile manufacture, and agriculture. The institution does not confine itself entirely to day classes, but also holds evening classes, and has organised an elaborate system of local lectures. The College has also constituted within its walls a day training college for Queen's scholars with a lecturer on education. The institution is supported partly by fees, partly by donations, and is assisted by grants from the Cloth Workers' Company, from the West Riding County Council, and from the Leeds City County Council. The total revenue of the whole institution for the year ending July 31, 1893, was 28,014*l.* 1*s.* 3*d.* Of this more than a third was received from fees, and more than a third from public funds. There can be no doubt that this institution is still insufficiently endowed, and a great deal of time and energy has now to be spent in raising subscriptions and donations, which should be quite unnecessary in a public institution of this kind. The want of a sufficient income affects the usefulness of the institution in a much more serious way, as I shall show presently. The number of students on the books last year was 1,110, of which 440 were evening students, 39 occasional students, 22 came for a special course of coal mining, and 209 were in the medical schools; leaving 400 in the other departments. Taking these 400 students, it is of interest to separate those who were engaged in the technical departments of the college—

They were as follows:—

Coal mining	29	Engineering	61
Textile industries	48	Leather industries	15
Dyeing	43	Agriculture	8

And assuming as we may probably safely do, that these figures represent individual numbers of students, as it is very unlikely that the same students would be attending two of these departments, we find that the total number of students on the technical side amounts to 204, leaving 196 students in the departments of pure learning. But of these 196 students many are not working for degrees; the number who have actually entered their names as preparing for a degree, and who are studying for the higher examinations, is 119.

It will therefore be seen that the great strength of the college lies in its medical and technical departments, and those who are guiding the destinies of the institution have doubtless been wise in taking care that the technical work should be closely associated with the purely university work, under the same roof. There can be no doubt that it is wise in these great manufacturing centres to keep such university colleges as may arise in close touch with the practical application of knowledge to industry, by which both the purely scientific departments, and the purely technical departments must benefit. In order to meet the requirements of these technical departments a system of certificates of proficiency has been devised, requiring a three years' course of study in certain subjects, as well as a final examination. In engineering there are two courses laid down; the first year includes theoretical and practical physics and drawing, engineering, theoretical and practical, and mathematics; a second year's course for mechanical and electrical engineers includes practical and theoretical physics, drawing, lectures on electricity, and work in the engineering laboratory, with lectures on engineering, and mathematics; for civil engineers the course includes practical civil engineering, coal mining in place of electricity, and some laboratory work in physics and engineering. Geology may also be taken in this course instead of some drawing. In the third year course the subjects for the mechanical and electrical engineers are the same, but the civil engineers take chemistry or a modern language as well. The defect of this course of instruction seems to be the small amount of mathematics required, only three hours a week being devoted to this subject. A special entrance examination is now required for students entering the engineering departments, to test their general knowledge.

In the dyeing department the course of instruction requires for the first year experimental physics, theoretical and practical chemistry, elementary engineering, mechanical drawing, and French or German; in the second year, experimental physics, theoretical and practical chemistry, French or German, lectures on natural colouring matters, and practical work in the dye-house; the third year course consists of practical work in the dye-house, and lectures on artificial colouring matters. In the textile industries department the first year's course, besides the lectures and practice in textiles, includes mechanical drawing, theoretical engineering, and French or German; the second year's course besides the textile work, includes art and French or German.

In the leather industries department, the first year's course consists of practical and theoretical chemistry, engineering, mechanical drawing, and German or French; the second year course includes lectures on leather manufacture, work in the leather laboratory, theoretical and practical chemistry, and German or French; the third year course consists of lectures on leather, work in the leather laboratory, and German or French.

In agriculture the certificate is granted to those, who besides passing the necessary examinations, and being engaged for at least one year upon an approved farm, have been through the following two years' course. The first year's course includes, besides agriculture, theoretical and practical chemistry, physics, mathematics, theoretical and practical botany, drawing and surveying; the second year's course includes, besides purely agricultural subjects, practical chemistry, engineering, geology, and book-keeping.

I have given these courses of instruction in detail because they are, I think, of interest as showing what has been done in the direction of drawing up courses of instruction for technical students. But these courses of instruction are open to one very grave defect. It is obvious by looking at the list of subjects that they are very specialised, and that little or nothing is done to see that the student has obtained a general education. It would surely be better, and more suited to the traditions of a place claiming university rank, to give a wider course of instruction to these technical students, and to secure, as has been done in the engineering department, that no student enters one of these departments without having passed an entrance examination testing his general knowledge. In fact, as I shall proceed to show presently, it is of the utmost importance that the doors of an institution of this kind should be guarded by an entrance examination.

When we pass from the consideration of these purely technical departments to those devoted to working for degrees in Science or Arts, we find that the number of those who passed their final examination is very small, not amounting to more than five at Victoria University, and four at the university of London, in the year 1892–93, and of these nine students, two only obtained the B.A. degree, the others graduating in Science.

It is evident, therefore, that Yorkshire College cannot yet claim, outside its medical school, to be doing a large amount of work of university standard, and that next to the medical and technical sides of the college, the scientific side is strongest while the classical side is weakest. This is due to three causes. In the first place, it must be remembered that Yorkshire College is a young and pioneer institution, engaged, as all these university colleges are (except, perhaps, so old an institution as Owens College) in a missionary, work. They are trying to raise the standard of education in the manufacturing districts, and it must be a matter of time before it can obtain a large number of students who can afford the time and have the inclination to take university degrees. That this is especially the case in classical subjects, which do not appeal particularly to the men of a manufacturing district; and it should be kept in mind, that any criticisms that one may be compelled to make are due to the defects arising from a young institution engaged in a pioneer work, and compelled to struggle against temporary difficulties. Furthermore, the tendency of those grammar schools which are doing the most advanced work in classics and mathematics is, inevitably, to send on their best boys to the older

universities, if they possibly can, and consequently Yorkshire College cannot hope to pick up the boys of highest scholarship in the county. Another difficulty which the college has to face is the low standard of training in classics in many of the smaller country grammar schools from which it very largely draws its supply of students, many of these schools teaching no Greek and very little Latin. No doubt if an entrance examination was required, the standard of work in classics and mathematics inside the college would be quickly raised, but probably at the cost of a temporary diminution of the number of students, and this, on account of the want of proper endowment, those responsible for the college seem afraid to face. The result, however is, that in classics especially, the work done in the college is of a very elementary description, many students coming there who know no Greek, and have a most elementary knowledge of Latin. The students are also apt, from the same cause, to be rather young in years, though not so young as is generally supposed outside the college. In order to check, to some extent, the entrance of such very young students, an entrance examination has been put on for those under 16 years, and at present, out of the 400 day students in the college, one is of 15 years, 13 are of 16 years, 39 of 17 years, and the remainder of 19 years and upwards, 87 of them being of 24 years and upwards.

If, therefore, all the students below 18 were cut off, the college would only lose 53 students, and the grammar schools doing higher work could no longer complain, with justice, that the college was directly competing with their top forms. This would certainly be a benefit to the professional staff of the college, as these students are too young to be successfully taught on university lines, and require the minute supervision and discipline of a school, while until some entrance examination is established to cut off immature and half-educated students, the college obviously cannot exercise one of its most important functions, that of lifting up the standard of secondary schools to its own requirements.

I had the advantage while in Leeds of conversation with Principal Bodington, Professor Miall, Professor Smithels, and other members of the staff, and was able to collect from them a great deal of interesting information about the internal work of the college and its relation to the county. As showing the kind of work that is being done inside the college, we may take Professor Miall's own department of biology. His students are made up very largely of medical students, 45 of these coming to him every year. These of course will pass on to the medical school. There are also a few Queen's scholars, a few students working for the intermediate science examinations, but very few indeed whose object is pure science, and of advanced science students. Professor Miall has at present two in the fourth year, and one in the third year. He has found it best to give up lecturing as a method of teaching his subject, and begins his students at once with laboratory work. He also finds it

necessary to do a great deal of class work and to keep up strict discipline, every absence from class being inquired into. The laboratory method of teaching is preferred by Prof. Miall to the ordinary system of lecturing, and there can be no doubt it is most suitable for young and poorly-prepared students, though for older students, the old method of appointing a master of his subject, to expound it in a series of lectures, is, where the lectures are well done, a most inspiring method of teaching. The amount of time required in teaching these young students necessarily makes it very difficult for a professor to get sufficient leisure to advance his subject, which may perhaps be taken, as the second, of a professor's duties. As yet, a university doing the highest work, is not asked for in Yorkshire; and above all things it must be intensely practical.

Queen's scholars.

One of the most valuable pieces of work which Yorkshire College is doing is to be found in the course of instruction they have devised for Queen's scholars. They have at present 22 of these. They are required to work either for the Victoria or London University B.A. or B.Sc. degree, the examinations necessary for these degrees satisfying the Government requirements for most of the subjects in part 2 of the Government examinations dealing with liberal subjects. The professional training of the students, which is necessary to pass the examinations in part 1, is under the charge of a special lecturer on education and master of method, and certain selected board schools in Leeds are used as practising schools.

The staff of the college seem on the whole to be very well pleased with these Queen's scholars, but they all agree in saying that they suffer very much from over-pressure, being over-weighted with the large number of examinations that they have to take in order to satisfy the Government requirements on the one hand, and the requirements for the degree on the other. There is no doubt that something must be done to relieve this pressure if the use of university colleges as training schools for teachers is to be a permanent success.

Training of secondary schoolmasters.

Yorkshire College is so well satisfied with the results of this part of their work, that they are now devising a similar scheme for the training of secondary school masters, which, however, is not yet sufficiently advanced to be made public, and the Society of Friends with their happy faculty for being in front of any new movement for the progress of education have determined to move their training college for teachers from Ackworth to Leeds, so that their students may get the advantage of all that Yorkshire College can give them. It is to be fervently hoped that Yorkshire College may be successful in persuading the secondary schoolmasters of the necessity of training, in the theory and method of education. As I shall have occasion to point out many times in this report, the secondary schoolmasters are merely amateurs as compared with the trained elementary teachers, and though of ten they may be very clever and brilliant teachers, I have never yet seen one conducting a class who could not have done his work better if he had had that training in method which would have prevented him

from making mistakes, and enormously lightened his work. I was interested to notice that Mr. Fitch makes exactly the same complaint in his report of the West Riding in 1868. It is remarkable that, in spite of all the developments which have taken place in education since that date, practically no progress has been made in this direction, and that the secondary schoolmaster is as convinced now as he was then that he can teach by the pure light of nature, and that teaching is the one profession for which no special training is required. One of the most urgent duties of a body trusted with the control of the secondary education of the country, would be to take care that any future secondary schoolmasters are at least as well trained for their work as masters in elementary schools. I fear that unless some authority from above insists upon this being done, such attempts as Yorkshire College is about to make have very little chance of success. So prejudiced are secondary schoolmasters against a proper training in method, that I can only suppose that they fear that if once they were properly trained for their profession, there would be nothing left to distinguish them from the teacher in an elementary school.

Yorkshire College is assisting in the improvement of Secondary Education in two other directions apart from the general stimulus which they are giving to education by their extension lectures throughout the country. One of these is in placing members of their staff, where they have the opportunity, on the governing bodies of schools. For instance, Principal Bodington is one of the governors of the Wheelwright School at Dewsbury, and the headmaster there expressed to me the great value this was to him, and the great assistance he obtained from having Principal Bodington as one of his governors. In this way the college is brought into direct relationship with the work of the secondary schools, and the headmasters of these schools have the advantage of having among their governors a man whose interests are purely educational as apart from local interests.

The other direction in which they are assisting Secondary Education is by the examination and inspection of schools. The examination of schools is conducted under the schools examination scheme of Victoria University, and during the year 1892–93 the grammar school for girls at Keighley, the Wheelwright Schools at Dewsbury, and the Pocklington Grammar School have been examined. Under the scheme for inspection of schools, the Richmond Grammar School, the Scorton Grammar School, and the Stokesley Grammar School were also inspected by members of the college staff in the year 1892–93.

It will be obvious from these facts that not many schools are yet taking advantage of these schemes of examinatoin and inspection. And it is to be hoped that the number of these will increase so as to help on the welding together of the whole educational scheme of the county. Probably a body which had the

control of the Secondary Education for the county could not do better than include the staff at Yorkshire College in their scheme of examination and inspection of the secondary schools of the district, as in this way the schools would get the benefit of the experience of the professorial staff, and by the professors and the schoolmasters getting to know the work which each was doing, and the educational ideas after which they were striving, the schools and the college would be brought into closer sympathy, and both be strengthened by the contact.

As an example of how much practical good may be done to a school by this method of inspection, I may take the case of Giggleswick Grammar School. I have already mentioned how they seem to be unaware in some schools of the work which Professor Smithells has been doing for the improvement of the teaching of chemistry, and which is familiar to everybody who is interested in this question. This ignorance is common to most of the grammar schools, though it was diversified in one instance by that little knowledge which is supposed to be a dangerous thing. One headmaster assured me that his great objection to the science instruction at Yorkshire College was that the course of instruction in the chemical laboratories was so dreadfully old-fashioned and out of date, and belonged to the period before the science and art departments had put the whole thing on a proper footing, by devising their scheme of examinations in practical chemistry; to return to Giggleswick, I was at once struck by the perfection of their course of instruction in science, and found on asking questions that at any rate one reason why they were so much in advance of other West Riding schools, with the exception of Ackworth, was, that the schools had been inspected by Professor Smithells, and they had carried out his suggestions for the improvement of their methods of teaching science. The headmaster of the grammar school in a small town or country place, no matter how able he may be, must tend, in course of time, to get out of touch with new educational developments, and must find the criticism and suggestions of someone who is a thorough master of his subject, and who comes to inspect his school, of great value, and the staff of Yorkshire College are obviously the most suitable people to assist in doing this for their own county.

Before leaving this part of the subject, the courses of extension lectures in the West Riding can hardly be passed over without mention, as they have an important bearing in the development of education. During the year 1892–93 11 courses of lectures were delivered in the West Riding with an average aggregate attendance of 1,218, apart from the courses of lectures on coal mining and agriculture. It is interesting to note that all these lectures are on scientific or applied scientific subjects, thus illustrating the tendency towards science in these districts. We shall find the influence of this tendency also very marked when we study the courses of instruction given in the secondary schools.

Yorkshire College has the advantage of fine buildings and a capital situation on high ground, with the residential part of Leeds on one side, and the working and manufacturing part of Leeds on the other, and the buildings contain fine chemical laboratories, a first-rate dyeing department, good engineering laboratories, and moderate accommodation for physics; there are good lecture rooms, and fairly sufficient accommodation for other departments; while down at the infirmary, which is not very far off, new buildings are being put up for the medical school, and college has just added to its other buildings a fine hall and library. It has an efficient staff of professors, some of whom are well-known in their own departments, and, if still under-staffed on the literary and philosophical side, it is well supplied with teachers for scientific and technical subjects. In the case of the dyeing laboratory, the college has achieved a European reputation. No doubt the growth of the literary and philosophical side of the work of the college will be slow, but at the same time it is of the utmost importance to keep these departments alive in a district whose interests are so purely practical and commercial. The figures showing from what districts the students come are of especial interest as showing that the college is truly a Yorkshire college, and that, while obtaining a few students from elsewhere, is principally supplying the needs of Yorkshire itself. The number of students from Yorkshire, excluding Leeds, out of the 400 in the departments of science, technology, and arts, is 230, while Leeds supplies another 103, leaving 67 students to be supplied by the rest of the world. This phrase "the rest of the world" is not too large a one, as we find that while other counties of England supply 45 of these, America, Australia, Africa, and the rest of Europe help to make up the remainder, while it is gratifying to notice that even Germany, which is supposed to be so much our superior in the departments of science and technology, supplies four.

Scholarships.

Besides the scholarships, the fellowships, and prizes, which the students have the right to compete for as members of Victoria University, Yorkshire College has also got some scholarships of its own, to which have been added recently scholarships founded out of the money which is set apart for technical education, both the Leeds City Council, and the West Riding County Council, having instituted scholarships which are held at Yorkshire College. The West Riding County Council scholarships will be best considered when we come to examine the work of the county council. The Leeds City Council have founded one day scholarship which is an entrance scholarship, of 50*l.* a year for three years, besides some evening class exhibitions.

Besides these there are the following entrance scholarships:—

The Ackroyd, and Brown entrance scholarships.

Three of these are offered each year, of the value of 40*l.* a year, tenable for two years. The candidates for the Ackroyd scholarships are examined in English, mathematics, and science, and are expected to pursue the prescribed course of study either in the

departments of science or technology. The candidates for the Brown scholarships are examined in addition in French, German or Latin, and a preference is given to candidates who intend to enter some industry or to engage in the teaching of science. They are required either to take up a course of study prescribed for the college associateship, or to devote themselves to some branch of pure or applied science. Thus, these scholarships give the students a choice of subjects, though preference is given to science and technology.

For the Elmsley scholarship, of the value of 20*l.* a year, tenable for two years, the examination includes Latin, and either Greek, French, or German, and no science, and the student is left free to follow a course of study, either in the departments of science, technology, or arts.

The Craven scholarship is of the annual value of 25*l.* and is tenable for two years. The applicants for this scholarship must be engineering students, and the examination does not include either languages or science.

Passing from entrance scholarships to those which can be obtained by students within the college, there is the Cavendish scholarship, of the value of 50*l.* for one year, which is devoted to students engaged in research and natural science. There is one Brown scholarship and one Ackroyd scholarship, each of 40*l.* a year, tenable for two years, which are offered every year, in which the candidates are examined in not less than two or more than three of the following subjects, viz.: mathematics, physics, chemistry, biology, engineering, coalmining, and dyeing.

There is a Salt scholarship, of the value of 20*l.* a year, tenable for two years, in which the candidates are examined in history and in two languages, of which one must be Greek or Latin.

There is a Baines scholarship, of which one is offered each year of the value of 20*l.* a year, tenable for two years, for which the students will be examined in English, mathematics, Latin, and either Greek, French, or German.

Besides these, there are the Clothworkers' Company's scholarships, which are confined to students in the textile and dyeing departments.

It will be noted on looking though the conditions of these scholarships that each year the college offers for students in science and technology 250*l.*, with an additional 25*l.* every two years, and 50*l.* every three years. To this must be added the Clothworkers' and dry textile scholarships, each of the value of 15 guineas, and the two dyeing scholarships of 20*l.* a year each, while only 40*l.* is devoted each year to students who may choose either science, technology, or arts, and 20*l.* every two years to students in the arts department. This very unequal distribution of money does not represent the whole case under present conditions, as the scholarships which are now being offered by the county councils are necessarily all devoted to science and technology. It would surely, therefore, be the duty of any controlling body which had

the interests of education as a whole under its charge, to readjust this very unequal distribution of money by adding to the number of scholarships in the arts department.

The Mechanics Institute School, Leeds.

Mechanics' Institute School, Leeds.

The Leeds Mechanics Institute, which is a most vigorous institution, besides carrying on an art school, a large number of evening classes, and the ordinary popular work of the Mechanics' Institute, has succeeded in founding and conducting a very successful boys' school, and a girls' school. A description of the girls' school will be found in Miss Kennedy's report: the boys' school must be described here.

This school was founded 50 years ago, and was originally conducted in some of the rooms belonging to the Mechanics' Institute itself, but now a separate building has been added in which the school is carried on, the entrance to which faces the back of the higher grade school, which has shortly to be described. The situation of the building is fairly suitable for the class of boys it attracts, being nearer the centre of the town than the grammar school and Yorkshire College. The class-rooms are of sufficient size, and fitted with good desks and a fair supply of apparatus. The headmaster, who holds a London University degree, is a young man of distinct ability, and the assistant masters are of the type one usually finds in schools of this kind, many of them having been trained as elementary schoolmasters, and having completed or partially completed their course of study for the London B. Sc. or B.A., the very common qualification being the London intermediate examination in science. The fees charged amount from about 3*l.* 3*s.* to 7*l.* 10*s.* a year, and the school appeals to the poorer middle class, who wish their boys to go straight into business or some branch of manufacture at about 15 or 16 years of age. In social position, the boys, speaking generally, belong to a class intermediate between the grammar school and the higher grade school. The course of instruction is essentially modern, the three top forms forming an organised science school under the Science and Art Department. The school has no endowment, has to pay rent for its buildings, and except for a small grant of 80*l.* from the Leeds technical instruction grant, and 70*l.* from the West Riding County Council, it has no source of income except fees and grants from from the Science and Art Department. Consequently the salaries of the masters are not on a very magnificent scale. The headmaster gets 350*l.* a year, and 20 per cent. of the science and art grant. The second master gets 180*l.* a year, and a small per-centage of the grant, while the other salaries range from 100*l.* to 140*l.* The school has the advantage of having a very good chemical laboratory at its command, in charge of an instructor of considerable ability, but for whom the day school alone could hardly afford to pay. This laboratory is largely used by the evening students of the Mechanics' Institute, for whom the same

instructor serves; the explanation of this being that the Yorkshire College chemical laboratory is not open in the evenings, so that this is the only laboratory for evening students in the town.

The boys come to this school from eight years of age up to 12 or 13, about half coming from small private preparatory schools, and the other half from elementary schools. There are 25 free education scholarships which are mostly taken by boys in the elementary schools, including 17 which are West Riding county council scholarships.

The course of instruction in the upper part of the school necessarily consists very largely of science, the first year of the organised science school taking the following South Kensington subjects: elementary physiography, first stage of elementary mathematics, theoretical and practical elementary chemistry.

The boys at the beginning of this first year average closely on 13 years of age, and about 50 per cent. are sent in to the examination; and the second year they take sound, light, and heat, theoretical and practical elementary chemistry, and first stage mathematics as before. In the third year they take second stage mathematics, theoretical and practical advanced chemistry, and theoretical mechanics. The fourth year they take theoretical and practical advanced chemistry, third stage mathematics, and advanced mechanics. Fifteen hours a week are devoted to these science subjects, leaving 11 hours a week for everything else, viz., English grammar, English literature, English history and geography, and French; while of the three following subjects the boy may choose which he pleases, viz., Latin, German, and shorthand. Of a form of 40 boys, 12 take shorthand, 8 take German, and the rest take Latin. This extraordinary choice of subjects, in which a mechanical subject like shorthand is placed on a level with Latin or German, as if it had an equally valuable part to play in a scheme of education, hardly requires comment, as it speaks for itself as to the extent to which schools of this kind are apt to become the victims of the practical necessities pressing on the boys who attend them to the destruction of educational ideals.

The school is not content to work only for South Kensington, but sends up boys for the Oxford local examinations, and the examination of the College of Preceptors, their final standard being the Oxford senior locals, London Matriculation, and the Victoria University preliminary examination. I need hardly say that no boy has gone on direct from this school to take a scholarship at Oxford or Cambridge, but a fair number go on to Yorkshire College—two or three going with scholarships, and four or five without scholarships, every year. The boys leave the school about 16 years of age. The classes are not larger than 40, which is about the customary size in schools of this kind, and can be managed efficiently by a trained teacher, though I doubt such large numbers being advisable for the teaching of languages. The discipline is good, and the school gives a general

impression of briskness and efficiency, and is a very favourable example of schools of this type. It does not seem to have practically suffered from the opening of the higher grade school, though it has very slightly diminished in numbers, the number of boys before the higher grade school opened being 320, and being now 297. This number completely fills the school, which was probably a little overcrowded at the higher figure. The school is weak, as so many schools of this kind in big towns are, on the side of physical education, having no gymnasium or proper playground for the boys, but it does not seem to suffer so much as some schools depending on the Science and Art Department for their support from the conditions under which the grant is made. English and languages are not neglected, and the boys do not seem to be unduly pressed to earn grants on the science subjects, a period of four years being occupied by the average boy in taking his advanced certificates, while he is not loaded with an undue number of subjects. The instruction in science, while good of its kind, is necessarily along the lines best suited for examinations, and has not felt the influence of the recent developments of sound methods of instruction in elementary science. It is difficult to account for the fact that this school has suffered so little from the competition of the higher grade school. The fees are higher, the position is the same, the course of instruction is practically the same, and must appeal to a very similar class; nor does there seem to be any distinctive peculiarity to mark the one school from the other. No doubt it is partly due to its being attached to a great organisation like the Mechanics' Institute, the members of which have been accustomed to use their own schools for 40 years, while the higher fee probably does mark a slight social difference. The headmaster also attributes it to his giving more attention to English as opposed to science subjects, than is done in the higher grade school; but I doubt if he is correct in his opinion, and I believe it can only be accounted for in one way, and that is, that the demand for second grade secondary schools, giving English and scientific education at a very moderate fee, is so rapidly growing that the supply of children is practically inexhaustible in the large towns. I have purposely avoided discussing, at this point, the effect on the school of the Science and Art grants, and the educational value of science as taught under the regulations of the Science and Art Department, as the subject is so important that it will require to be dealt with after we have considered a large number of schools.

The art teaching is conducted for the school in the art department of the Mechanics' Institute, and I could not find that it differed from the ordinary teaching in freehand and model drawing, or that design received any particular attention. I have carefully searched, in visiting these Yorkshire schools, for any signs of life and originality in the teaching of art, and will also deal with this important subject after we have considered a sufficient number of schools in detail. There was one indication,

however, of some originality in this particular art school, which made me wish I had had the opportunity of seeing the evening classes. I noticed some large specimens of French wall-posters, which were very striking in colour and design, hanging up on the wall; but here, as in most other schools in the West Riding, the discovery has not yet been made that in quite young children there lies an innate capacity for design, and an appreciation of form and colour, which gets no opportunity of showing itself under the ordinary routine system of teaching drawing, but which may easily be fostered by proper methods of instruction.

The Girls' High School.

The girls' high school.

This school, which is under the Girls' High School Company, and which I shall leave to be described in detail by Miss Kennedy, is a very good example of one of the schools of this company.

The buildings are fairly good, there is a large garden for playing at the back, the teachers are efficient and well trained, and are most of them from the universities, and the headmistress is a distinctly able woman. The fees are 4*l.*, 5*l.*, and 6*l.* a term. The headmistress informed me that she had about 150 girls, which is about as large a number as the school has ever had, though she thinks that the school would be larger now if it had not been for the development of the higher grade school. She finds that girls come to her from 8 up to 16 years of age, and that some will stay up to 19 or 20. She suffers somewhat from girls coming to her for a year, under the old superstition of sending a girl to be "finished." The greater age of girls at leaving than of boys in schools of the same class, is common throughout the Riding, and is due to the fact that the boys have to go to work.

She told me that there were a large number of small private schools for girls, but she could only recommend one as being distinctly good, and she complained that the teaching in the higher grade schools was very mechanical. For instance, she would find each girl would give the same example of a grammatical definition. This is doubtless due to the large classes customary in the elementary and even in the higher grade schools, and is a fault from which these girls' high schools are free, the classes being in most cases small.

Considerable attention is paid in this school to the physical development of the girls, partly by means of an elaborate and scientific system of drill and partly by outdoor games. In fact, it is a good example of the modern type of girls' school, which in many ways is already in advance of boys' secondary schools in its educational methods and ideas.

As it is, however, not my part to describe the girls' schools, I shall confine myself to a few words, while reserving to myself the privilege of describing in more detail the girls' high school at Sheffield, as a most perfect, but still as a typical, example of what is now being done in the Secondary Education of girls.

There does not seem to me to be any proof in the case of this school of serious overlapping on the part of the higher grade school, as the school has not gone down in numbers, in spite of the fact that besides the higher grade school we have the girls' school at the Mechanics' Institute, and the girls' school at the Church Middle Class School. Girls are sent on from this school to Oxford and Cambridge, but very few go on to Yorkshire College as the impression seems to be that the students there are somewhat rough. I have found in this and other schools for girls, no desire to encourage the introduction of girls from elementary schools by means of scholarships, the headmistresses in most cases being evidently unwilling that such scholarships should be created.

This is the very reverse of the position taken by the headmasters of boys' secondary schools, who feel that their future existence depends largely on taking advantage of any system which has been, or may be, developed for passing on boys of ability, from whatever class, into the secondary schools. The class feeling, which does not seem to affect the boys' schools, is very strong in the girls' schools, and the same parents, who are quite willing to allow their boys to mix with boys from all classes, are not willing to do so in the case of their girls. This is a serious question to which I shall have to refer again, and which will involve the organisers of Secondary Education in great difficulties, as, in trying to throw open girls' schools to one class of the community, they may merely empty them of another class, and the result may be an enormous increase of private schools for girls, whose only excuse for existence would be a claim to greater gentility.

The Church Middle Class School, Leeds.

Church Middle Class School.

This institution consists of both a boys' school and a girls' school. I shall leave the description of the girls' school to Miss Kennedy, and confine myself to the boys' school. The building is situated between Woodhouse Moor and the centre of the town, and is not very far from the Mechanics' Institute. It is a fairly good building with a sufficient playground, and the class rooms are sufficiently large, but the fittings are old and poor and the building is in want of thorough cleaning and renovating. This is distinctly a Church school, having for governors the Vicar of Leeds, the Rev. Canon Wood for Honorary Treasurer, and the Rev. Manley Power for Honorary Secretary, while daily religious instruction is given by the clergy of the parish church, and the teachers.

This religious instruction includes the prayer-book, but at the same time exemption from any part of it may be claimed for the children by the parents, though I do not find that this is done. The school was originally a development from a National School at Kirkgate, which apparently developed into a higher grade school and led to the present building being put up and a secondary school being started. The school is, of course, a proprietary

school, but the governors have no idea of obtaining any profit. Unfortunately there is still a heavy mortgage on the present buildings which must seriously cripple the school. At one time this school was the leading middle class school in Leeds, and 12 years ago there were over 350 pupils, but now there are not more than 110. As the development of the higher grade school has been given as the reason of this by some, it will be necessary to see how far this opinion is correct, and how far the falling off in the numbers of the school can be accounted for in other ways.

The fees charged are 2 guineas per term in the upper school, 1*l.* 15*s.* 0*d.* in the middle school, and 1*l.* 8*s.* 0*d.* in the lower school, with 7*s.* per term extra for Latin, and 1*s.* per term extra for drill.

The upper school is supposed to be divided into two sections, called, respectively, classical and modern and commercial, but I could not find that these two sections had much existence in practice. The classical is supposed to include Latin in place of German, but otherwise does not seem to differ from the modern and commercial, so that the school is in reality a second grade modern and commercial middle class school. The class of boys who attend are sons of small shopkeepers, commercial travellers, and a few professional men, very few of the parents having such an income as to place the school above the necessity of obtaining Science and Art grants. The ages of the boys at entrance varies from 8 to 13, the largest number entering the school being between the ages of 10 and 13, and about half of them being from private preparatory schools. The boys leave at from 15 to 16 years of age, and at present there is no German taught, and Latin is only taught as an extra.

There are 16 scholarships of 5*l.* per annum for boys in the parish church choir, and 10 of 5*l.* per annum for boys from elementary schools who have passed the Fifth Standard. Six of these scholarships were offered during this last year, but only 23 boys applied, of whom 7 were from board schools and 16 from voluntary schools. The scholarships were awarded to 2 board school and 4 voluntary school boys. It will be noticed that in the case of this competition the boys from the Church schools were in a large majority, and it seemed to me of interest to find out how far the Church elementary schools were supporting this school by sending on their boys to it. I therefore asked the boys of the third and fourth forms from what schools they had come. The number of boys present was 34, and of these 23 had been at elementary schools. On asking how many of these 23 came from Church schools I found the number to be 13, of which number 6 were holding choir scholarships, so that the contribution of the Church schools of Leeds to the third and fourth forms, which are the forms which would be filled by boys from elementary schools, consisted, apart from the choir scholars, of 7 boys. This seems to me a remarkable fact, as one would have expected to have found the Church elementary schools strongly supporting this

institution, and using it as a kind of higher grade school for their own boys. It is difficult to see, if it is not supported by the Church Educational Organisation, what special claim it can make upon others for support. I have already stated that the boys leave the school at from 15 to 16 years of age. The following statement of the ages of the boys in the sixth form will make this clearer :—

16 years of age	-	-	1 boy.
Over 15 years of age	-	-	2 boys.
Over 14 „ „	-	-	10 boys.

It is impossible to describe the condition of this school, with justice to those at present in charge, without saying a few words about its history. At one time, as I have already said, this school occupied a very important place in Leeds, but for some years it has gradually fallen more and more into the background, while other educational institutions have been developing. This seems to have been partly due to the committee of management practically ceasing to exist, so that the school was no longer kept in touch with the life of the town and the educational movements of the time through a strong and representative body of governors, and partly due to the indifference of the headmaster who has recently resigned, and who lived six miles out of Leeds, where he had some property to which he devoted a good deal of his time. In past years this school used to send a considerable number of boys on to Yorkshire College, but of late years very few. In past years the school did remarkably well in the Science and Art Examinations, of late it has not done so. In past years the boys from this school used to carry off the Yorkshire College Scholarships, of late years they have not done so. In past years boys were sent in for Cambridge Locals and for the examinations for the College of Preceptors; of late years none have been sent in to the local examinations, and very few to the examinations for the College of Preceptors. Though the school claims to be a modern and science school, the boys of late years have done little more than first stage mathematics and the elementary stage in chemistry and physiology. It is surely unnecessary, with such a history as this, to blame the establishment of any other schools for the falling off in numbers which has taken place. The school has now been, for the last few months, under the management of a young and energetic headmaster, and with a reorganised committee of management; and it is only fair to him to explain that anything more I may have to say in criticism of the teaching of the school, is not meant in criticism of him, as he has not been long enough in office to reorganise the work throughout. He has already done a great deal to revive the school, and is sending in his boys, next Christmas, for the local examinations, and is himself completely sceptical as to the growth of the higher grade school being responsible for his empty benches. Already the numbers show

indications of increasing under the new management of the school. With these remarks of explanation I shall proceed to criticise the chemistry teaching, which is merely typical of the teaching in many other schools.

In the first place the science teaching labours under the disadvantage of having very badly equipped premises. The fittings in the lecture room are very poor and incomplete, and there is very little apparatus and no proper place to store it. The chemical laboratory is in a small and ill-ventilated room, over-crowded, with very little apparatus, and no balance, and melancholy rows of odd bottles on the shelves. It is nominally fitted for 24 pupils, and contains bench-room for this number, but should not really contain bench-room for more than 10. While much may be done by a clever teacher with little in the way of luxurious laboratories, and many a laboratory in which the greatest discoveries have been made would be regarded by an elementary school-master as quite unfit for teaching the elements of the science, yet from a merely commercial point of view, a school which lays itself out for instruction in science can hardly compete with other schools on the same lines unless well equipped for the purpose; and large and well-lighted laboratories, with good fittings and complete and orderly arrangements are not without their effect on the pupils, and enormously facilitate the work of the teacher, while good ventilation is essential, if the boys are not to suffer in physical condition.

It is impossible, with this laboratory, to keep up proper discipline, or with the apparatus at the command of the teacher, to do anything but elementary qualitative analysis, so that the boys can neither be put through a proper experimental course, nor do work of a more advanced character; and as it has been customary only to give practical chemistry to one-third of the boys a large number did not even get this small modicum of practice in the science. The teaching of the chemistry seems to have been as imperfect as the equipment, and illustrates the remarkable way in which many teachers will still persist in regarding science as something which can be learned like names and dates out of a book, and as having no connexion with the realities of the external world. On examining the boys' note-books, I found that the first lesson had consisted principally of the definition of the meaning of atom and molecule, so that the boys had begun by having to learn up the final results and abstract conceptions of the science before they had had the slightest opportunity of acquainting themselves with the experimental facts which these abstract conceptions had been devised to explain. I need hardly say that they were quite unintelligible and meaningless to the boys. They had also been introduced, at the very beginning of their work, to chemical equations, but had, as might be expected, entirely failed to grasp the meaning of these symbols. I was interested to notice that they had been engaged in calculations involving litres of gases and I therefore

asked if any of them had ever seen a litre measure, or had any sort of conception of how much volume a litre represented. I found they had not the faintest idea of the size of a litre, and had never seen a litre measure, although they were accustomed to use litres in their calculations. As I found the word "synthesis" on almost the first page of their note-books, I inquired what the meaning of the word might be, and received an answer from one boy which showed considerable intelligence. He had noticed that the explosion of oxygen and hydrogen together to form water was called the synthesis of water, and had, therefore, come to the conclusion that a synthesis meant an explosion. I need hardly say, that, as is customary in schools, they were under the impression that the symbol H meant hydrogen, and that the symbol O meant oxygen, and did not associate with it its real meaning as representing the atomic weight of a substance. After a barren course of theoretical science of this nature, and an equally barren course of elementary qualitative analysis in the laboratory, they had been allowed at the end of the year, as a special treat, to do their first piece of legitimate scientific work by preparing hydrogen. This I found had immensely impressed them, and with the curious instinct which enables children to separate the true from the false in teaching, they had a more vivid recollection of this one piece of experimental scientific work than the whole of the rest of the text book cramming which had gone before. Unfortunately, the above description is not peculiar to this school, and wherever in the course of this report I state that the science teaching is of the ordinary kind, it is this kind that I mean.

A nice little workshop has lately been fitted up with the help of a grant from the county council, and manual instruction is now made part of the school course. Unfortunately this workshop is not used to the best advantage, the course of instruction is not well graded, the tools are blunt and out of order, the woodwork is very bad, and the drawings from which the boys work very untidy. The instructor is the same as the instructor at the grammar school. I have already referred to the manual work at that establishment with greater brevity but with equal emphasis. The art teaching of the school is entrusted to the class teachers, and is of the usual mechanical and uninspiring kind. The school is provided with a gymnasium which is very poorly equipped. The teachers at the school consist of the headmaster, the second master, and two assistants. The headmaster has been quite recently appointed, and the second master is leaving. Of the two assistant masters, one has a London B.A., the other holds no degree. It is, I think, sufficiently obvious from the description I have given, that if this school is to regain its position in Leeds, the headmaster will have to reform the teaching both in science, in art, and in manual instruction, and the committee of the school will have to spend a considerable sum of money in proper equipments. We may, therefore, safely say that the present low numbers in the school are not to be entirely accounted for by the development of the higher grade school.

The Leeds Higher Grade School.

This school is the most interesting in Leeds in many ways, representing as it does the entering of a new power into the existing system of Secondary Education. It is situated in the same part of Leeds as the other secondary schools, in an enormous block of building which, while laying no claims to architectural beauty, has an attraction of its own, owing to its completeness and efficiency for the work for which it is intended. The building is divided into two halves, the one for boys and the other for girls, with a central double staircase which opens into long corridors separated from the class-rooms by glass partitions. These corridors are lined with white bricks and are lofty, bright, and airy, and have cases in them containing apparatus, geological specimens, many of them collected by the children themselves, and other articles of value for illustrating the different subjects taught. The class-rooms which open from these corridors are large and airy, well-lighted, clean, and bright, and are perfectly equipped. Leeds Higher Grade School.

Many of the secondary schools, while displaying some architectural pretentions on the outside, are vastly inferior to the modern elementary schools inside in cleanliness, brightness, light, and air, while they are so arranged that the headmaster has the maximum of difficulty in supervising the school. This school is a direct contrast to these buildings. The headmaster's room is situated in the centre of the building, and in moving along the corridors he can glance into the class-rooms on either side so that no teacher can have an unruly class, or fall into the mistake of too much laxness, or too much severity without the headmaster's knowledge. Everything in the school is directly under his eye, and he can exercise real supervision over the work and discipline for which he is personally responsible. The brightness and cheerfulness of the school-rooms is another matter of the greatest importance, as it must add to the pleasure of the children in their work and lighten the task of the teachers. The ventilation of the rooms is provided for by a large fan driven by a gas engine, so that the close atmosphere which one associates with so many class-rooms, and which is so depressing mentally and physically, is unknown to the Leeds Higher Grade School. Nearly every room has a certain character of its own, owing to the drawings and diagrams of the children, which are placed up on the walls, and which vary according to the interests of the master who has charge of that room. In one place they may be little drawings and paintings of flowers, and in another prettily executed maps, diagrams of scientific apparatus, or geological sections, all assisting in diminishing the monotony of the work, and stimulating the children to the production, in their leisure time, of work requiring accuracy and neatness. The school has two playgrounds, the one for boys situated at the back of the building, and the other for girls on the roof. There is a fine chemical lecture-room, with seats rising one above another and perfectly equipped, and a large

and well-appointed chemical laboratory with an accommodation for 120 students. The reason for this immense size is the necessity of examining large numbers at a time for the Science and Art Department, only a portion of this room being used for class-work. There is also a small physical laboratory, and the chemical laboratory is ventilated by a separate fan, so as to ensure its being fresh and free from bad odours. It is situated in a large and lofty room with plenty of space between the benches, and is well designed for teaching purposes. Across the boys' playground there is a large workshop very well fitted up for manual instruction, and in the main building there is a very large gymnasium, lofty and airy, and beautifully appointed with everything that can be required for ordinary gymnastic instruction. Everything in this building is so perfectly arranged, and so clean and bright, that it is a pleasure to wander through it from class-room to class-room. The number of children under instruction is about 2,200, of whom about 1,200 are either in or above the Seventh Standard.

There are 60 free entrance scholarships offered each year, and there are 62 West Riding free scholars at the school. There are also 30 18*l.* scholarships in the school from the City Technical Institute grant, 20 Bray scholarships of 9*l.* first year, 12*l.* second year, 15*l.* third year, the exact analysis will be found in the appendix. The school can be considered as consisting of two parts, the elementary school and the secondary school. The secondary school beginning at the end of Standard VI. The children throughout the school pay a fee of ninepence a week, so that the lower part of the school is entirely fee-paying; but the upper part of the school contains a large number of free scholars holding either board school scholarships, or West Riding scholarships, or town council scholarships. The larger number of children enter the school in Standards V., VI., and VII. The upper part of the school is an organised science school under the Science and Art Department. The boys in the Seventh Standard devote most of their time to English subjects, while doing some chemistry and physiography and Euclid. After having passed the Seventh Standard they then begin the work of the organised science school with a certain amount of preliminary knowledge of science.

Dr. Forsyth, the headmaster, is very much impressed with the importance of not beginning the science work seriously until the Seventh Standard has been passed, so as to ground the boys as thoroughly as possible in English. French is selected as the language for the upper school and is taught throughout. Of course, the larger number of boys, who leave the school comparatively young, go to work, but the school now contains 16 boys above 17 years of age although it is only five years old. Of these top boys, three have obtained Yorkshire College scholarships, two of the value of 40*l.* and one of the value of 20*l.* a year, seven have passed the London Matriculation Examination, and three the Victoria preliminary. Of these 16 boys, all except four are going on ultimately to Yorkshire College, and Mr. Forsyth expects, in a short time, to send 20 boys every year direct from the higher grade school to

Yorkshire College. It is therefore obvious from these results that the Leeds Higher Grade School can claim to be a modern second grade secondary school, as it is keeping boys till they are quite as old as those in the ordinary grammar schools in the West Riding, is passing them through the same examinations, is carrying off in competition with them the same scholarships, and is sending them direct to Yorkshire College.

Latin of course is taught in the school, as it is necessary for some of these examinations, but it is taken only by certain boys and is not universal throughout the upper school. The masters are all men who have been trained as elementary schoolmasters, and who have obtained, or are on the way to obtain, university degrees.

Under the headmaster there are at present among the assistant masters, one London B.A., one London M.A., one London B.Sc., one Glasgow M.A., and five who have passed the intermediate science examination of London University. Dr. Forsyth's method is to get young men who are ambitious as his assistant masters, for though the salaries paid are not large, he has been able to place his assistant masters as headmasters in other higher grade schools, so that an assistant mastership at the Leeds Higher Grade School has considerable attractions. A young man entering there comes to improve himself both as a teacher and as a learner, and if he is not prepared to do both, he will not suit Dr. Forsyth. With the complete system of organisation in the school, Dr. Forsyth is able to devote a good deal of time to teaching his masters how to teach, and he is one of those men who can inspire others, so that his staff are keen and hardworking, and the influence of the headmaster is a living force throughout the school. There are to be found among the assistant masters at this and other higher grade schools a new type of teacher, young, brilliant, and enthusiastic, students of the best methods of teaching, with an ardent belief in their profession, and devoting their spare hours to their own education—a type which, though suffering from the absence of culture which belongs to the older universities, yet replaces this by such complete knowledge of their work, and enthusiasm for their subject, that they bid fair to take the scholastic world by storm and to sweep out of the profession the man who has taken a degree at Oxford or Cambridge, and who takes to teaching with no special aptitude or training, either because he can find nothing better to do, or with a view to preferment in the Church.

It is hardly necessary to say that the most perfect discipline reigns throughout the school, that the classes all impress one as bright, alert, and intelligent, and that everywhere one sees examples of the perfection of method in teaching.

The school, however, is suffering from two grave defects, both of which are an inheritance from bad traditions, and are likely soon to disappear. In the first place, the school having been organised by the school board, has necessarily suffered from the traditions of elementary schools as to the size of classes, and we consequently find that the classes are much too large,

sometimes numbering as many as 60 children, and though the trained teacher can do a great deal to overcome this defect, and though the custom of grammar schools in this respect errs on the other side of having the classes too small, yet, large classes are objectionable, and in all cases tend to make the teaching mechanical, especially in the subject of languages. The other serious defect is due to the fact that the school is depending for its income very largely on the grants it earns from the Science and Art Department. The result of this is, in the first place, to give an undue bias to science as opposed to other subjects on which grants can be earned; in the second place, to require the children to store up an undue amount of information upon scientific subjects which they are too young to digest and which are necessary if grants are to be earned. This evil is, however, reduced to a minimum at the higher grade school, a boy taking four years to obtain his advanced certificates, while there are many schools in which he is expected to obtain them in two. Then the courses of instruction in science have no organic connexion one with another, and have been devised with a view to evening-class work, and are not at all adapted to forming part of a general scheme of education. And since the grants are made on the results of examination papers and not on inspection, the school is exposed to all the evils from which the elementary education of the country, after a long period of agitation, has escaped, and the proper use of laboratories for training in experimental science is almost impossible. These evils of the present system of supporting organised science schools must be discussed at greater length, but are of importance to mention here as they peculiarly affect a school of this character.

I heard a lesson being given on "potential" to the older boys, which was admirably done, and I also heard a lecture on the elements of chemistry which was very fair and well illustrated, though not an example of the very best lecturing to boys on this subject. I think we may say that while Dr. Forsyth has made the best of a bad system, he is working under a bad system, and consequently he has been able to do little to raise the science teaching out of the ordinary routine, and put it on lines educationally sound. Similarly, while the art teaching is thorough and efficient, and adapted to the requirements of the Department, there is here little indication of the development of any originality in colour, form, or design; in fact, we may say that while the higher grade school at Leeds is a marvel of complete organisation, sound discipline, and sound teaching, yet both in science and art it has been unable to take advantage of the latest methods of teaching these subjects, and will be unable to do so until its bonds are loosened, and this great giant is set free from the system of payment on the results of paper examination. In conclusion, it is impossible to convey in a report the impression which this school makes upon one of efficiency, energy, and vitality, and I think no one who has spent

some time inside it can fail to realise that we are here in the presence of a new educational force which has already developed to a vigorous and lusty youth and that it is impossible to say what may be the limit of its growth, or how soon, to quote Dr. Forsyth himself, "the organisation which was originally devised for the "elementary education of the country, passing with great strides "across the realms of Secondary Education, may soon be "battering at the doors of the ancient universities themselves."

That this higher grade school represents a new educational movement from below, and a demand from new classes of the population for Secondary Education, which has sprung up in a few years, is easily shown by the actual numbers attending the school; for even if we credit the higher grade school with the 100 boys which the grammar school has lost, and with the 200 boys which the Church middle class school has lost, we still have left close upon 1,000 boys who are in the higher grade school, and who formerly were receiving secondary instruction. With the description of this school, we have completed our survey of the institutions in Leeds devoted to higher education, as there are no private secondary schools for boys in the city, though there are two in the suburbs, Springfield Mount High School (40 boys) and Headingley Wesleyan College (41 boys).

If we look at these institutions as a whole, we must be struck at once with their complete independence one from another, and the absence of any organised scheme. At the top we have Yorkshire College, which is being supported to a certain extent by the higher grade school and by the Mechanics' Institute School, but in so far as the grammar school is concerned, is receiving very little support, and is actually competing to some extent with the higher forms of that school, while even the higher grade school itself is almost subjected to the same competition. I was amused to find that two boys, who were in their second year in the upper division of the higher grade school, had competed, without permission, for the county council scholarships to Yorkshire College, the examinations for which are practically in the control of the professors. These two boys, I was given to understand, very nearly succeeded in carrying off a couple of 30*l.* scholarships, in which case they would have been eligible to enter at Yorkshire College. Perhaps no other example could show more vividly the complete want of any organisation between the different institutions for higher education. As we have already stated, Yorkshire College has 100 students coming to it from Leeds alone in the day classes. Of these I found that 7 had been at the grammar school, 16 had been at the higher grade school, 13 had been at the Mechanics' Institute School, 4 had been at the Church middle class school, so that by far the larger number had not been at any recognised secondary schools in the town.

Then, these schools are all not only not related to Yorkshire College, but are completely independent of each other, and there is no provision for enabling one school to assist another or to pass boys from one school to another. The town is apparently

sufficiently provided with secondary schools, and the grammar school can easily do all that is required for boys who wish to obtain scholarships at the older universities, but there is no recognised method for passing on to the grammar school from the other secondary schools those boys who show any special aptitude for classics, nor is there any recognised system for drawing from the elementary schools and passing into the school best suited to them those boys who wish to continue their education. Each school is competing with the other, with its own system of scholarships, to obtain the pick of the elementary schools, so that there may be too large a number competing for the scholarships at one school, while too few are competing for the scholarships at another, and there is no attempt to sift out the boys according to the type of school which would suit them best, so that we may have boys in the higher grade school who ought to be in the grammar school, boys studying classics, whose real bent is science, and the whole thing is left to chance. Consequently it is impossible to reflect on the position, in relation to each other, of these various institutions, without realising vividly what a complete absence of organisation there is.

In discussing the question of how best a central body should be constituted for carrying out the organisation which all admit to be necessary, I have found a fair agreement on certain points. In the first place it seems to be unanimously felt that a town of the size and importance of Leeds must control its own system of Secondary Education; and, in the second place, that whatever body may be constituted, it is quite essential that the school board, and Yorkshire College, should be represented on it. In this view I quite agree, as it is impossible to ignore the work the school board has done in building up the higher grade school, or not to recognise the rapidly growing importance of this institution. It would be particularly dangerous to yield to the wishes of those responsible for the older secondary schools, and to attempt to curb in any way the free growth of the higher grade school; in fact, not only would it endanger the success of an attempt to organise Secondary Education in Leeds, but it would probably wreck it, as the public feeling behind the higher grade school is so strong, that an attempt to check its development or limit its usefulness to large masses of the population could only end in disaster. At the same time it is also of the greatest importance that the grammar school should be put on a more popular footing, and should be brought into the general stream of the educational movement. If this was successfully done, if the constitution of its governing body was reformed, its curriculum modified, and more energy and life put into its teaching staff, it seems to be a general opinion that it might yet have within its doors 300 or even 500 boys without in the slightest way affecting the higher grade school; and it must remain, through its traditions and through its scholarships, the institution in Leeds into which all boys should be drawn whose ultimate career would take them to Oxford or Cambridge.

There is, then, plenty of work, much of it of a difficult and delicate nature, to be done in the organisation of Secondary Education in the town of Leeds, and it is matter of urgency that the work be taken in hand.

SHEFFIELD.

Sheffield. It is impossible to understand properly the educational facilities in Sheffield without knowing something of the geography of the town. On entering Sheffield from the railway station, we find ourselves in a valley crowded with steel works, and with their surrounding population. We are in the centre of the working portion of Sheffield, and in the midst of a large population of artisans. We must climb up hill for about three miles to reach the residential part of Sheffield. We then find ourselves in the suburb of Broomhill, planted high above the smoke and dirt, with the moorland country beginning just behind it, and beautifully green with trees and gardens. I know of no manufacturing town where the contrast between the dwelling-places of the rich and poor are so strongly marked, or the separation between them so complete. Doubtless, closely connected with this geographical arrangement is the fact that Sheffield, the Sheffield of the valley, is unsurpassed for smoke, dirt, shabby buildings, and squalor, by any other manufacturing town that I have seen. Not only has Broomhill monopolised all cleanliness, fresh air, and sunshine, but it has also monopolised all the secondary schools of any importance except the higher grade school. The secondary schools in Broomhill are the Sheffield Royal Grammar School, the Wesley College, the Girls' High School, and one or two private schools. A little further down the hill we come to the Firth College, further into the valley we come to a large private day school kept by Mr. Newall, and the technical college, which has a small day school within its walls; and then still further down towards the valley we come to the Sheffield Higher Grade School.

Sheffield Grammar School

Sheffield Grammar School. I shall begin with the Sheffield Grammar School, which at present occupies a building which formerly belonged to a proprietary school when the grammar school was still in the centre of the town.

The building is small, but fairly well adapted for a small grammar school, and is surrounded by a large playground. There is a nice science lecture-room, and a small but neat physical laboratory, and also a small, but well fitted up, chemical laboratory, with accommodation for 24 boys. There is also a room fitted up for manual instruction, and for drawing (which is very well done), and in which the boys are taught Slojd. The specimens that I saw of their work seemed quite satisfactory. All this has been done by means of a grant of 600*l.* from the town council, and paid out of the Technical Instruction Grant. The number of boys at the school is 153, but there is sufficient room in the school for 200. There is evidently a very great difficulty in persuading the boys to stay beyond 15 to 16 years of age, the

sixth form sometimes sinking as low as three. A few boys on leaving here go to Firth College, and occasionally go on to Oxford or Cambridge. The upper part of the school is divided into two divisions, classical and modern, the classical side taking Latin and Greek or German, and the modern side taking German in place of Latin. There is a fair amount of drawing, manual work, and science, done throughout the school, the boys entering for the usual South Kensington examinations in theoretical and practical chemistry, and sound, light, and heat, and physiography. Unfortunately the physics laboratory is only made use of for special boys at the top of the school, so that the school does not take advantage of the existence of the physics laboratory as it might do, to put all the boys through a course of elementary practical physics. The other examinations, taken by the whole school, are the Cambridge junior locals in the top forms of the school.

The fees are 4*l.* to 4*l.* 10*s.* a term, and the school has seven entrance scholarships limited to boys in the elementary schools, which offer free education; also eight scholarships within the school which offer a remission of half the fees. There is also one leaving scholarship known as The Town Trust scholarship, given every year, of the value of 50*l.* a year for three years. The headmaster complains of the competition of the new technical school which is held in the Technical College, and also states that the best boys from the elementary schools do not compete for the entrance scholarships, preferring to go to the higher grade school, but he does not seem to think that the higher grade school directly competes with him.

The school is under a reformed scheme, having the different institutions in the town represented on the body of governors, and the masters are university men, several of whom have taken honours.

On the whole the school makes a disappointing impression. If it was a grammar school in a town of 40,000 inhabitants, it would be a very satisfactory little school, but one expects to find in a town of the size of Sheffield a grammar school containing more than 150 boys, in much larger and finer premises, keeping the boys to a greater age, and sending more on to the universities. There seems to be an impression in the town that the teaching is wanting in vigour, and the impression made upon me by one or two classes that I saw at work was that while the discipline seemed fair, there was a want of briskness and brightness in the teaching; but on the other hand, the headmaster has shown a capacity to adapt himself to modern conditions in organising the science laboratories and manual classes, and probably the real secret is that the school is wanting in endowment. A public subscription had to be raised in order to obtain the presen buildings, which could not at the best accommodate more than 200 boys, with the additional class-rooms that have been built. Then the school is most poorly provided with scholarships, so that, on the whole, I should be disposed to say that the headmaster is doing the best he can under the circumstances, and that one of the requirements of Sheffield is sufficient endowment to

enable it to have a first-rate grammar school worthy of the size and importance of the town.

The position of affairs here seems to be the opposite of that in Leeds, where the endowment is large, but the government of the school is not on a popular basis. There must be quite a sufficient population of well-to-do people in Sheffield to support a grammar school of three or four hundred boys without difficulty. There are no West Riding County Council scholars at this school.

The Girls' High School.

Girls' High School, Sheffield.

Though it does not come within my department to describe the secondary schools for girls, yet I feel that I cannot leave Sheffield without saying something of the Girls' High School, which may be taken as one of the best specimens of the modern secondary school for girls. The school is situated in a fine building, surrounded by charming grounds, with tennis courts and other arrangements for the physical recreation of the girls. The building inside combines two features which are most rare in schools. It is perfectly efficient as a school building, and yet there is no stiffness or formality about it, and while every class-room is different from the next, yet every class-room has a charm of its own. I could not help contrasting it with the Leeds Higher Grade School, which, though perfectly plain and ugly, yet from its very perfect adaptation, has a certain fitness and beauty, while in this building the architect has not neglected the claims of art while fulfilling the practical requirements of a school. There are 340 girls and children in the school, there being a large Kindergarten class at the bottom, and the girls stay to 18 or 19, taking the London matriculation and the joint board examinations at the top of the school. From seven to eight girls are sent on every year to Oxford or Cambridge. Very few go on from here to Firth College, but at the same time excellent use is made of the existence of Firth College, the teachers of the school attending lectures there, which they have found very useful, while girls who are staying on at the school to study for the London intermediate science examination go to Firth College for practical work. There is a very small laboratory in the school, but though of a very poor kind, some of the girls seem to manage to do a little practical botany, practical chemistry, and work with the microscope. It is evident that the existence of a Kindergarten class, and the training of teachers for that purpose, has had an important influence on the educational methods pursued throughout.

One is at once impressed with the fact that the women who are teaching in a school of this kind are genuine students of their profession, and have a mastery of educational methods which is rare in secondary schools for boys. The rooms, besides being in themselves well proportioned, are prettily designed, and are ornamented with good reproductions of famous pictures and other works of art. No room was without its adornment of flowers, so that the girls are always being subjected to the refining and cultivating

influences that these things bring. The result of this shows itself in the art classes of the school, where, instead of finding the usually mistaken reproductions of hideous models, or more hideous freehand drawing, I found delightful examples of design, both in form and colour, many of them original, and starting from very simple arrangements and patterns in the Kindergarten classes, I felt that here art was a living reality.

Music, too, is made use of far more largely than in boys' schools. I was fortunate enough to be present when most of the girls were grouped round the large central hall in preparation for some kind of exhibition day, and were practising choruses. Between the choruses, the Kindergarten children were going through various Kindergarten exercises in the centre of the hall, and it was interesting to notice how keenly interested the older girls were in watching the performances of the little ones, and I began to appreciate the value of Mrs. Woodhouse's suggestion that all girls should go through a Kindergarten training before leaving school, to fit them better for their duties as mothers.

Why should not the boys schools imitate the girls schools in some of these things? The innate capacity which exists in most children for the appreciation of what is beautiful receives no encouragement in the boys' schools. The class-rooms are bare and ugly; no works of art adorn the rooms; a flower is never seen upon a master's desk. In the manufacturing districts where the appalling ugliness weighs like lead upon the soul, surely it is he duty of those responsible for education to waken and encourage the artistic sense in the children, so that a future generation may be inspired to re-create our manufacturing towns. And while I do not pretend that an appreciation of art is necessarily connected with a high standard of morality, yet it is only too painfully obvious that the inhabitants of the poorer districts of a town like Sheffield, denied from the earliest years the opportunity of responding to the more delicate and spiritual appeals to the senses, must be driven inevitably to the coarsest and most brutal forms of sensuality for excitement. It is to the girls' schools, like the high school for girls in Sheffield, that we are compelled alone to look for any appreciation of beauty and of art.

Wesley College.

Wesley College, Sheffield.

This institution, which is now doing pretty well, has gone through some considerable changes in the course of its history. Associated with the distinguished name of Dr. Dallinger, it was at one time a boarding school for boys belonging to the Wesleyan connexion, who came here from all parts of the world. Gradually, however, the source of supply from which the boys were drawn seems to have changed, and after passing through a period of depression, it now is doing fairly well as a day school supplying local wants, with a comparatively small number of boarders but though now rising in number, it has not reached the position that it held in the past. In 1884, the school accommodated 136

boarders and 134 day boys, now it has 48 boarders and 84 day boys. This diminution of strength is largely to be accounted for by internal difficulties and changes, of which, probably, the loss of Dr. Dallinger was the most serious; but it is also probably another indication of what I have noticed elsewhere in the Riding, namely, that the time for day schools associated with a particular religious denomination has past, and that parents, who send their boys to secondary schools, are more anxious that the general education should be good, than that the religious teaching should be on the lines of any particular denomination. The school is situated in large buildings of an imposing character, built in the classical style and well designed for the time in which they were built, though impressing one now as dark and gloomy inside. The dormitories for the boarders are good, and the class-rooms are large and fairly suitable. The present headmaster, who has been there for two years, is evidently an able and energetic man, and is succeeding in working up the school. The boys enter as young as seven, and can stay to 19, but most leave at 16, and there are only six boys in the sixth form. The fifth form boys are sent in for the Oxford Locals, or for the London Matriculation. Practically the whole form is sent in, and of 28 boys sent in last year 27 passed.

In the upper part of the school, some boys are sent in for the science examinations of the South Kensington Department, the school being divided to a certain extent into a modern and a classical side, the alternative to Latin being practical chemistry. The larger number of the boys take Latin and German, while eight or nine boys take Greek, and an occasional boy is sent on to the universities. This school has not developed strength on the science side, the fifth form boys doing only three and a half hours of science per week, except the few who take practical chemistry instead of Latin, and who do one hour of practical chemistry a day. The science teaching seems to be of the ordinary kind, and practical chemistry to mean the ordinary qualitative analysis. The fourth form are sent in for the second class College of Preceptors Examination. The school is fed with boys from private preparatory schools of which one, Summerfield House, is reported as being very good by the headmaster. There are no boys from elementary schools except those who take the two free education exhibitions which are offered every year. There are no West Riding county council scholars, and the boys do not seem to go from here to Firth College, though a certain number go to the technical school. The master does not complain of the competition of the technical school, nor does he seem to think that the boys leave him too young for the technical school, as they leave him for that school at 16; so that he does not agree with the headmaster of the grammar school in regarding the technical school as a serious competitor. The school is governed by a council consisting of the local superintendent of the Wesleyan connexion in the district, and the Wesleyan Conference appoints the headmaster. The school was remarkable in one particular, that besides a headmaster it

had a governor who was chaplain, and who seems to have been a superior authority to the headmaster himself. This was the position that used to be held by Dr. Dallinger, but this system seems to have been found unworkable, as might have been expected, and the headmaster is now supreme and acts as chaplain of the school.

The fees are five guineas, four guineas, and three guineas a term, in the different departments of the school. The school seems good in tone, the relations between the headmaster and the boys are satisfactory, and athletics are well attended to. It is a thoroughly sound and good second grade secondary school.

With the exception of one or two small private schools, which I had not sufficient time to visit, I have exhausted the secondary schools in Bromhill, and will next describe the secondary schools down in the town. These are the junior department of the Technical College and the Higher Grade School.

The Technical School, Sheffield.

Technical School, Sheffield.

The Sheffield Technical College occupies the old grammar school buildings. Behind these there has been erected a large building containing metallurgical and engineering laboratories, with rooms for mechanical drawing, while the small yard between the old grammar school and the new building is occupied by a complete plant for making steel. The college is both an evening and a day school, and the day school is divided into two departments consisting of a junior day department and a senior day department. The senior day department is divided into two branches, the one including mechanical, electrical, and mining engineering, and the other the metallurgy of iron and steel. These departments, which are purely technical, hardly come under the present inquiry, though I may say, in passing, that they impressed me as being thoroughly efficient. The advanced departments do not confine themselves merely to teaching: its professors are carrying out some valuable researches into the constitution of steel, and the students themselves are getting the benefit of these researches, the new regions of knowledge opened out being at once made part of their practical training. The technical school seems to be thoroughly worthy of its position as the central institute of a town which is itself the centre of the steel industry of the country.

We have here to deal, however, with the junior school, which is intended for boys, and is supposed to lead up to the senior school. The accommodation for the junior school is far from satisfactory. In the old grammar school buildings there are two rooms which are used for this purpose. One of them is fitted up as an ordinary lecture-room, with seats rising one above another, and a narrow desk running round in front of each row of seats for the students to take notes upon. The other room is half a chemical laboratory and half a lecture-room, constructed on

the same plan as the one last-mentioned, while in the new buildings there is one small class-room which is also devoted to the day school. It is quite obvious that neither of the two rooms in the grammar school building is suitable for class teaching, though they might do for lecturing purposes, so that there is virtually only one small class-room which is at all suitable for school work. There is no playground and no gymnasium. The headmaster of the school is expected, besides managing the school, to take charge of the whole of the chemistry teaching in the evening classes, so that it can only be a portion of his energies which are devoted to the work of the school. The other masters also teach in the evening classes. The school is an organised science school, and practically the whole time of the boys is devoted to science; 45 minutes a week being given to English subjects, and one and a half hours a week to French; The education given is, accordingly, of a very one-sided character, quite unfit for boys who are so young. The boys enter the school at ages varying from 12 to 15, and stay for two years. They are then passed on into the senior school. The school contains 77 boys, and is taught by a senior master and two assistants, who were formerly elementary schoolmasters. The chemistry teaching, though the school is specialising on science, seems to be of a very commonplace character. The laboratory is poorly equipped, and is merely arranged for the usual qualificative analysis: it does not even contain a balance. The manual instruction seems better. The boys use the woodwork shop which is required for the evening classes, and is well fitted for its purpose, and they are taught by the pattern-maker, under one of the masters who has made a study of manual instruction.

The junior school does not seem to fulfil its function of feeding the senior school to any great extent, only from six to ten boys coming on to the senior school each year, of whom three or four are scholarship holders. On the other hand, the professors claim that they find these boys more suitable for the senior work than boys who have been at an ordinary school which does not specialise on science. The principal of the technical college, who is also a professor of engineering, evidently feels that the present curriculum of the school is far from satisfactory. Apparently the school was started at a time when the senior technical school was not flourishing, and the committee of the technical college do not seem to have realised the responsibilities they were undertaking in opening a secondary school. I was not able to find out what portion of the grant from the Science and Art Department was earned by the junior day school, but there can be no doubt that in many cases, these day technical schools are founded in technical colleges, with a view to help to pay for the evening classes. The rooms are there, and even though the school only pays for itself without making a surplus, yet it enables the technical college to engage masters for the evening teaching while paying the greater part of their salary

for the teaching that they do in the day school out of the grants that are earned by the boys. Such an establishment is merely a collection of classes with no school life or school organisation, and in which the masters take no interest in the boys outside the class-room. It is certainly a misfortune that schools of this kind should be attracting boys from such institutions as the Sheffield Grammar School, and it would probably be far better for these technical colleges to confine themselves to their proper work, and leave Secondary Education in the hands of those who thoroughly understand it, and have buildings and organisation specially adapted for the purpose. The fees in this school are 2*s.* 6*d.* per week, and the school contains 20 county council scholars.

The Higher Grade School, Sheffield.

Higher Grade School, Sheffield.

From the description which I have given of the educational facilities in Sheffield, it is easy to realise the enormous importance of the higher grade school. We have seen that on the one hand there are fairly good facilities for Secondary Education in the suburb, on Broom Hill, but that they are practically out of reach of the poorer population of Sheffield. While, on the other hand, in the town itself, the technical school is not at all satisfactory. It is, therefore, to the higher grade school the great masses of the population have to look for a satisfactory education for their children.

The Sheffield Higher Grade School has not got the advantage of such splendid buildings as the Higher Grade School in Leeds. The buildings evidently belong to an older date, and though very fair, are not up to the latest perfection. They have up to now been specially cramped in their appliances for science teaching, the present chemical laboratory being far from satisfactory, but the Sheffield School Board is now building a science department which will give more space to the other parts of the school, and when completed will be the finest thing of its kind in the country. On the ground-floor will be a large engineering workshop, wood-work shop, and engine and dynamo-room. On the next floor there are two perfectly appointed lecture-rooms, and a physical laboratory, while on the third floor, there are three chemical laboratories for elementary, advanced, and honours students. When I saw it, the building was complete, though the internal fittings had not yet been added. In every detail the very best possible arrangements were being adopted, and I can only say that any university college that could get possession of this building, on which 30,000*l.* is being spent, for their science department might think themselves very fortunate. The school is free, and is supported with the assistance of grants obtained from the Science and Art Department. The school is, of course, both for boys and girls, and the upper school is divided into two parts—the science department, which is an organised science school, and the commercial department, in which only a little science is taken, the organised science school commencing above the Seventh

Standard. On the commercial side, French, German, shorthand, and book-keeping are taught, while on the science side, a certain amount of time is devoted to English, but there are no languages taught.

This school suffers, like other higher grade schools, from the tendency to devote too much time to the grant earning subjects. If we take the first-year boys after the Seventh Standard, we find two hours a week devoted to English, three and three-quarters hours devoted to Scripture, leaving 21 hours, which are devoted entirely to science, drawing, and manual instruction. This is evidently not at all a satisfactory time-table, though the boys certainly have the advantage, which is not to be found in all cases, of not entering the organised science school till they have passed the Seventh Standard. The teaching of Latin is optional, and is only taken by the few boys who require it for some special purpose, the greater number of the boys leaving at 15 years of age. For the boys who wish to take such examinations as the London Matriculation, arrangements are made to attend certain classes at Firth College; and in the case of those who wish to compete for Firth College scholarships, special classes are held. For instance, there are two boys just now who are working partly here and partly at Firth College, one of whom intends to be a doctor and the other to try for an exhibition to South Kensington. There is also one boy who is taking this year the intermediate in arts at London University. He began his Greek on entering at Firth College, having been trained at the higher grade school up to the standard of the Matriculation examination. One boy has gone up to Cambridge after one year at Firth College, and several have gone to the Normal School of Science, while three or four go every year to Firth College, so that it is evident that in the higher departments this school is managing, with the assistance of Firth College, to do fairly high-class work. The following figures will show, however, the ages at which most of the children enter and leave the school.

In Standard VI. there are boys 98, girls 80; in Standard VII. boys 245, girls 213; in Standard ex-VII. boys 260, girls 215. Standard ex-VII. is divided into three years. There are 174 boys in the first year, and 153 girls; second year, 66 boys and 48 girls; third year, 20 boys and 14 girls. The children are admitted by examination from other elementary schools in the town.

The classes here are too large, and the school seems somewhat under-staffed, the teachers seeming to be over-pressed from having to handle as many as 60 boys, who are not necessarily at the same stage in their work, and, accordingly, in one or two cases the discipline did not seem to be quite so good as one expects in a school with trained teachers. This, however, was explained by the fact that two or three of the teachers have been appointed for their special scientific knowledge, and have not had the advantage of thorough training in the methods of teaching.

The art work seems to be of the usual commonplace kind, and the classes too large for effective teaching, 50 boys being taught at a time. On leaving, the boys become, very largely, skilled artisans, or go into offices, while none go on from this school to the grammar school. I could not find that any boys went into cutlery work, which apparently is monopolised by the less educated class of the population. It must be remembered, however, that although Sheffield is the centre of the cutlery trade, the greater mass of the people are employed in the large steel works, such as the Cyclops Works, where armour plates are rolled. The headmaster seems to think that he is competing slightly, both with the Wesley College and the grammar school, but he does not feel any competition with the central school.

In the Appendix will be found a complete analysis of the employments of boys who left the school on the 31st of May 1894, from which some idea can be obtained of the class of the community which is being educated by the higher grade school.

There is a school library of 700 volumes.

The school benefits by the Lancasterian Scholarships, the endowment amounting to 250*l.* a year. There are three classes of scholarships, ten of which are entrance scholarships of 5*l.* a year for one year for boys from the elementary schools.

The school is always full and has to turn away many children who would be glad to come, so that it might be enlarged with advantage; and, no doubt, the additional space obtained by the opening of the Science Department will at once be filled up.

There is, unfortunately, no gymnasium, but it is to be hoped that this will be provided as part of the present alterations. On the whole, the master thinks that the school is being supplied principally by boys from the poorer middle class of the town, and not largely from the class of artisans. If this view is correct, we must suppose that there is a tendency in Sheffield for boys to pass from the poorer middle into the artisan class, as the analysis of the figures published in the Appendix shows that a large percentage become skilled artisans. The figures are as follows:—Clerks 46, artisans 38, pupil teachers 12, in machine drawing offices 10, while 13 seem to be employed in shops, and the rest in miscellaneous occupations.

The Firth College

Firth College, Sheffield.

We cannot leave Sheffield without saying something of the work which is being done by the Firth College, which is playing such an important part in the higher education of the town, though this institution does not occupy so important a place in the educational scheme of the West Riding as Yorkshire College, Leeds.

Firth College is not included in the group of colleges which form Victoria University, and consequently it aims at training its students for the London University degrees. It was originally founded in 1879, by Mr. Mark Firth, who gave the present

building of the value of 29,000*l.* including the site, and a further endowment of about 10,000*l.* An additional 12,000*l.* endowment was raised by donations, and the income is partly assisted by annual subscriptions.

Of the Government grant to university colleges, Firth College receives 1,200*l.* a year, and it also receives a grant from the town council out of the technical instruction funds, which is used for scholarships for the inhabitants of Sheffield and extension lectures in various districts of the town. Originally, the technical school was part of Firth College, but after the passing of the Technical Instruction Act in 1889, the town council of Sheffield was almost the only body in England to put the Act in force, and raised a special rate for technical instruction. This money was raised for the technical school, and the council of Firth College agreed, so long as the school was supported by the rates, to transfer their governing powers to a new committee composed of 13 representatives of the town council and 12 representatives of Firth College. Though we must admire the enterprise of the Sheffield Town Council in raising a special rate for the purposes of technical education, yet I cannot help thinking, after looking into both these institutions, and comparing them with Yorkshire College, Leeds, that both have suffered from the separation. As has been already shown the great strength of Yorkshire College, Leeds, lies in its close connexion with technical work, while the best known of all its departments is its school of dyeing; and in a great manufacturing district this close association between university and technical work seems quite legitimate; but in Sheffield, not only does Firth College suffer in strength and importance by its separation from the technical school, but the technical school also suffers from the want of close association with university standards aud university work. Thus, as I have already explained, while the metallurgical and engineering departments of the technical school are very efficient, its facilities for teaching the pure science of chemistry are very poor, and I think it impossible that such a school as the junior department of the technical school could ever have come into existence in its present form with the consent of tho governors of Firth College and the acquiescence of its professional staff.

On entering Firth College, one is at once struck with the poorness of the buildings. Instead of the imposing pile which impresses the existence of Yorkshire College on all the inhabitants of Leeds, the building is insignificant in appearance outside, while inside the accommodation is more suited to the mechanics' institute of a small town than to the University College of Sheffield. The accommodation for laboratories and lecture-rooms is very poor; and while it is, perhaps, unnecessary to describe them in detail, yet I cannot pass them by without insisting strongly on the necessity for supplying Firth College with buildings worthy of the dignity and importance of its position, and with such equipment in the way of laboratories as may enable it to do its work with proper efficiency.

Surely, Sheffield can afford to give to its university college at least as good an equipment for its work as it is giving to its higher grade school.

Firth College has, however, improved upon Yorkshire College in one respect, *i.e.*, in not admitting any students under the age of 17, without a special examination. Like Yorkshire College it has a medical school, a day training school, and a special department of coal-mining. It is, however, at present poorly equipped with professors, especially on the literary side. It has only one prafessor for both Latin and Greek, and one professor for English literature, language, and history; while there is no professor of philosophy. There are a certain number of exhibitions and scholarships, but they are very few in number. One entrance scholarship of 30*l.* a year for one year is given annually, and one exhibition of 30*l.* a year for one year is given annually to students already in the college. Besides these, there are the scholarships of the Town Council of Sheffield. There are three of these of the annual value of 25*l.* a year, which are tenable for not more than three years, for day students; and there are, besides, some scholarships giving free education to the students attending the evening classes. There is also the Royal Commissioners' Scholarship of 150*l.* a year for two years; this scholarship is open to students who have been at Firth College for three years, and who are expected to devote themselves to research in some department of chemistry. Finally, there are the Earnshaw Scholarships, which are under the management of the council of Firth College, but are open to inhabitants of Sheffield, and can be held at any of the universities in the United Kingdom, so that they cannot be said to assist the Firth College in its work.

The number of students at the college last year was 261, consisting of 158 day students and 103 evening students, 48 of these day students and 19 of the evening students were women. During the year four students passed the London Matriculation, one the intermediate B.A., and one the final B.A., while one passed the intermediate B.Sc. It will be seen from these figures that the number of day students who are taking university degrees is very small. The day training college contains 16 first-year students, consisting of four men and 12 women, making with last years students 32 in training in the college. The large number of female students is noticeable, as at present female students are not admitted into the day training college of Yorkshire College for some reason which it is difficult to understand.

Some conception of the character of the work which is done at the college may be derived from a glance at the examination papers for the first year, from which I think it will be obvious that here, as at Yorkshire College, the students come with a very elementary knowledge of classics and mathematics.

The first Latin paper which is called the "Beginner's Latin,' asks for the translation into Latin of such sentences as:—

Romulus and Remus were twins.

The Sabines came to the Roman games.

Romulus and Remus carried off (rapio) the Sabine women.

The first-course Latin examination paper is not very much more difficult.

In mathematics the first year's course requires the simple elements of Euclid, and algebra up to simple quadratic equations; so that here we find, as we found in Leeds, that these university colleges are doing a class of work, in the first year, which is really much more suited for the secondary schools, and should not be necessary, if the Secondary Education of the county was in a satisfactory state.

In conclusion, one cannot help feeling that while the staff of Firth College are doing some excellent work, yet the college is at a great disadvantage from the want of proper buildings and endowment, and that without these it can never take its proper position as the central point towards which the higher education of Sheffield and the surrounding country should trend. It seems also peculiarly unfortunate that the severance between the college and the technical school should have taken place, as by combining the two in one large and well-equipped building, something might have been done to put rhe former on a proper footing.

In concluding this report on Sheffield I must come to the same general conclusion as I did in the case of Leeds. There is no attempt at any organisation of the higher education of the town. The higher grade school, while engaged in a work of immense value for the great mass of the townspeople, is making no use of the greater facilities for teaching languages and preparing special boys for the universities possessed by the grammar school and Wesley College. While these institutions again seem to be hardly aware of the existence of Firth College, which struggles on without the support it ought to have from the secondary schools. The girls' high school, again, is quite isolated from the work which the higher grade school is doing for girls, and though the headmistress is one of the very few that I have met, who is not afraid to mix girls of different social position in her school, and is specially anxious to take a part in the education of pupil teachers who will be future elementary schoolmistresses, yet nothing is done to pass on girls from the higher grade school to the high school. Then the technical school, instead of arranging with the other secondary schools in the town for a slightly modified training of boys who wish to enter its senior department, must needs start a boys' school of its own without proper class-rooms, playground, or adequate school organisation, and compete with the schools in which these things are provided. The only beginning of something like common work for a common end is the use that is made by the higher grade school and by the girls' high school of Firth College.

There is then plenty of room for the organisation of Secondary Education in Sheffield, and for the development of something like a complete system which will enable every child in Sheffield who may desire it to get some Secondary Education, and those of

special ability in special lines to have the door opened to them, from whatever class they may come.

Before leaving Sheffield I should like to say that, though the higher grade school there is far from perfect, yet it was in Sheffield that I was first struck with the great work which lies before these institutions, and the enormous part they are destined to play in the future education of the people. In Sheffield the social contrast between the rich and poor is more strongly marked, owing to the topographical peculiarities of the town, than in any other town I know, and along with this sharp social contrast, and forming part of it, is the complete monopoly of Secondary Education (with the two poor exceptions that I have mentioned) by the wealthier classes of Sheffield. If it was not for the higher grade school, there would be no hope in Sheffield for the children of the working and poorer middle class obtaining anything beyond elementary education; and with the exception of the seven scholarships at the grammar school and the two scholarships at the Wesley College, there would be no door opened for boys of special ability, and no escape from the valley of smoke and dirt and squalor in which the greatest steel manufacture of the world is carried on.

Bradford.

Bradford. Bradford is specially interesting from an educational point of view, as it can claim to have a fairly complete organisation for Secondary Education, which with a few developments and improvements might be made completely satisfactory. After describing the schools in Bradford I shall show how they fit one into another, and how little would be required to complete the present system.

Grammar School, Bradford. The first school which we must consider is the Bradford Grammar School, which is certainly the leading day grammar school of the West Riding. Like so many other Yorkshire manufacturing towns, the working part of Bradford is down in the valley, the residential part is up on the hills, and the big secondary schools lie between the two. But Bradford is a much smaller town than Sheffield, and the distances are not so great, while the grammar school occupies a position which is fairly midway between the two districts and within reach of boys of all classes. The school is situated in good buildings, with large and airy class-rooms, a fairly good playground, and a good gymnasium, and though not examples of the latest designs in school buildings, and not well arranged with a view to easy supervision by the headmaster, the rooms are sufficiently good for their purpose. There is a well-appointed chemical laboratory, a small physical laboratory, and a good chemical lecture-room, so that fittings and appliances for science teaching are quite up to the mark. The school has a remarkably good staff of assistant masters, most of whom are honours men, and impress one as thoroughly good men who quite understand their work; in fact, I have seen no staff of grammar school masters in the West Riding

who impressed me so favourably on the whole. The secret of this is to be found in the wisdom of the headmaster and the governors, who are prepared to pay well, as such things go, and to obtain, as far as possible, the best men available. One sometimes, in going round a school staffed by university men, begins to doubt whether there is anything in university culture after all. There are so many men at present teaching in the country, who, while having the outward stamp of the university, as represented by a degree, seem to have imbibed little or nothing of the general culture of the university, or to have lost what little they had in the drudgery of teaching the same round of elementary subjects in a school situated in a provincial manufacturing town. This is not the case at Bradford. One feels at once that the boys are gaining more, as they ought to gain, than the mere lesson before them, and are benefiting every day from being in the company, and under the influence, of highly educated men. This is, perhaps, most striking in the English classes, and I could not help being amused at noticing the contrast between the English literature as taught in the Grammar School and as taught in the Belle Vue School, which will be shortly described. At the Belle Vue School the ignorance of English literature was well illustrated by the fact that the teachers apparently knew nothing better to give children of 12 or 13 than Shakespeare, and, in selecting a play of Shakespeare, could be content with nothing simpler than Lear, while, at the Grammar School, boys of the same age were reading Washington Irving. One is repeatedly impressed by the fact, both in elementary and secondary schools, that teachers seem to be totally ignorant of the vast literature that exists in the English language, and do not know that it is possible to select from these stores portions which will be perfectly intelligible and interesting to young children, and which, as beautiful examples of style, will train them in a nice and accurate use of their own language. Other men besides Shakespeare, they may be assured, have written good English, both as poetry and prose.

The number of boys in the school is 420, and their ages vary from 8 to 19, while the fees vary from 10*l.* up to 16*l.* a year. There is a preparatory school for little boys, and the upper school is divided into two departments, classical and modern. The modern side is an organised science school, and takes the ordinary Science and Art subjects. The classical side is strong, and a fair number of boys are sent on every year to the universities. On the modern side, the sixth form takes theoretical chemistry, honours and advanced, and practical chemistry, honours and advanced, and advanced organic chemistry, advanced sound, light, and heat, advanced electricity, and have four hours a week of practical physics. The science side begins on the third form with elementary theoretical chemistry, and elementary sound, light, and heat, or elementary electricity. The boys are put through a laboratory course, but are not sent in for examination. In the fourth form they take the same course and are sent in for practical chemistry,

while in the fifth form they begin at the advanced stage of these subjects, and, as already stated, the sixth form take either honours or advanced. It will be seen from this that the practice here is very similar to the practice in the higher grade school at Leeds, where a boy of average ability requires four years to take his advanced certificate. The headmaster has now divided the upper school into three instead of two, distinguishing the commercial from the science side. The science side will now take six hours' science, six hours' mathematics, and six hours of drawing; the rest of the time being occupied by modern languages, English, and geography.

In order to explain Mr. Keeling's method of working the school, we must now say a little about the sources from which the boys are obtained. Two-thirds of the boys come in young and pass through the whole course of the school, but besides these, there are 15 West Riding County Council scholarship boys and 40 boys who hold scholarships giving free education granted by the Bradford County Council from the technical instruction grant. These boys enter at about 13 years of age, and are selected from the five higher board schools which I shall have shortly to describe. In the last examination there were 110 candidates for 13 of these scholarships, so that the competition is pretty severe. Mr. Keeling has, therefore, to supply, on the one side, the wants of these boys, who, along with the others who are already in the school, wish for a commercial or scientific education, and on the other hand he has to keep up the reputation of the school as a classical school in direct touch with the universities. Of course the difficulty to be met is, that these large numbers of scholarship boys coming in at the age of 13 do not fit readily into the school work, as they may be very advanced in some subjects and not so advanced in others as boys of their own age already in the school; but this is not a serious difficulty in the case of a school so large as the Grammar School, and in which so many scholarship boys are being received at a time. It is merely, as Mr. Keeling says, a matter of organisation, and after a few months of special treatment these boys can fit into the ordinary work of the school. The success with which this is done is well shown by the fact that the strength of the upper forms, on the modern side, is made up very largely of these scholarship boys; they form at least one-third of the number of all the top boys in the school, and more than hold their own in the gaining of scholarships to the universities. Mr. Keeling's views on this question are of considerable interest. He considers that the development of higher grade schools must ultimately seriously affect the position of the grammar schools, if they are not put on a thoroughly popular footing, and would even propose not only putting them under control of such a body as the town council, but also making them free, like the elementary and many of the higher grade schools. He considers that in the case of his own school he has been able to meet the new conditions of things successfully, for the time, by means of

the town and county scholarships, which practically means freeing the school to a considerable number of boys of poor parentage. By these means he has been able to take the cream of the boys each year from the higher board schools, and so, to a great extent, diminish the danger of their competition, while, at the same time strengthening his own school with a new and valuable element.

With reference to the science teaching as a whole, though too much under the influence of the examinations of the Science and Art Department, it is better than one finds in the ordinary grammar school. This is largely due to the fact that there is a physical laboratory and lecture-room, and that the boys are put through a course of practical physics, beginning with Worthington's book, and going on to Shaw and Glazebrook. There is a carpentering workshop, and two hours a week carpentering is compulsory in the junior school, but it is a voluntary subject in the upper school. The Bradford Grammar School as a whole impresses one as being the best of the day grammar schools in the West Riding of Yorkshire, and it shows that a thoroughly good grammar school, which is ready to adapt itself to the new conditions and take its proper place, need not fear the competition of the new educational forces coming into play. The Bradford Grammar School has had to face in recent years the development of five higher board schools of the town and of a day technical school, and in spite of this has 420 boys, while the maximum number ever reached was 450. As showing how successfully the school, while supplying the wants of the boys from the elementary schools, has kept in touch with the universities, I may mention that in the last 10 years, 108 boys have proceeded to the universities from this school, 73 scholarships have been gained at the universities, and 44 have obtained first classes in honours at Oxford, Cambridge, and London. The school has 718*l.* a year income from endowment, apart from 680*l.* a year for scholarships. This money is spent on leaving scholarships, there being no scholarships for boys within the school.

The Bradford Grammar School for Girls.

Bradford Grammar School for girls.

This school is under the same foundation and the same body of governors as the boys' school, and is a very good example of a modern girls' school, though somewhat cramped for room and requiring better buildings. There are 335 girls, of whom 70 come from elementary schools. The detailed discussion of this school I shall leave to Miss Kennedy.

The Technical School, Bradford.

Technical School, Bradford.

This school is situated in the buildings of the Bradford Technical College, the technical college itself having day and evening classes in engineering, weaving, dyeing, and Science and

Art subjects. The day school contains 235 boys, which are divided as follows:—

From the five higher board schools 118.

Other board schools -	51	Voluntary schools -	36
Private schools -	18	Grammar schools -	8
Yorkshire College -	1	Christ's Hospital -	1

Engineering firms' apprentices 2.

These apprentices, and the two from Yorkshire College and Christ's Hospital, are in the technical college, and cannot be considered members of the day school. The school has a large number of scholarships offering free education which are given by the town council out of the technical instruction money, 93 of these scholarships being offered. As far as I could judge the competition for these scholarships is only fair, the great desire of the more brilliant boys being to get to the grammar school, as is shown by the severe competition for the scholarships offered there. The school course is supposed to last three years, and is arranged in a somewhat peculiar manner, the boys taking compulsory subjects in the morning, and being allowed to specialise in the afternoon. The school is an organised science school. Though the course is supposed to last three years, as will be seen from the following figures, many boys only stay for one year, and very few indeed for three.

In the first year there are 163 boys; in the second year there are 52 boys, and in the third year 21 boys. Of the boys in the first year, 109 are between 13 and 14 years of age. The first year's course includes a fair amount of English with descriptive geometry, practice in drawing to scale, geometrical drawing, physiography, freehand and model drawing, and French, and mathematics. The boys are sent in for the Science and Art Examination in geometrical drawing, physiography, and freehand and model drawing.

They do not take any theoretical and practical chemistry till the second year, or theoretical and practical advanced until the third year. The chemistry seemed to be of the ordinary qualitative analysis type, and the arrangements for doing advanced quantitative analysis work were not satisfactory, there being only one balance, and a very poor balance-room. There is a good physical laboratory, but unfortunately it is only used for special boys, and there is no compulsory manual instruction forming part of the school course. Boys who wish to take engineering or carpentering must take it in the engineering workshop, which, as the workshop is under separate control, is not a very satisfactory plan, while the engineering department evidently regard the introduction of boys from the day school as a nuisance. The classes number from 40 to 45, which, though rather large, is not excessive, as such schools go. I could not find that the boys were unduly pressed, with a view to obtaining the Science and Art grants. Though the school is supported principally by means of these grants and the fees, which are 1*l.* 5*s.* a term, yet a deficit is made up from the other funds of the Technical College.

The salaries paid to the masters are as follows :—The headmaster gets about 650*l.*, which is partly a Capitation Grant, the other salaries are 200*l.*, 150*l.*, 130*l.*, and 100*l.*

This school has the defects which have already been referred to in connexion with day technical schools. There is no playground and no school life. It is merely a collection of classes, each boy passing from class to class and master to master. The master considers his work is done when the boys leave his room, and works to make up his income by teaching in the evening. But the class-rooms are good, and much more pains seems to have been devoted to organising the day school than seemed to be the case at Sheffield, and consequently though the boys can hardly be said to be receiving a good Secondary Education, yet their general education, as shown by the subjects taught in the first year, is not altogether neglected.

The school has laid itself out specially for coaching boys for national scholarships at the Royal College of Science, and has incurred some odium in consequence, on account of the large number of science subjects taken by some of their pupils in a single year; but it must be remembered that the taking of this large number of science subjects is not part of the ordinary school course, and is only done by special pupils who wish to obtain national scholarships, and that if, on the one hand, the school is to blame for encouraging work of this kind, they are not nearly so much to blame as the Science and Art Department which so arranges its methods of examination that students find it of advantage to pass in 19 sciences! It is stated by the headmaster, that in these cases, the pupils have learned up the larger number of subjects principally at home, though if this is the case, it is surely hardly right for these students to be entered in the reports of the school, as having passed in so many different Science and Art Examinations. They cannot both claim the credit of so many successes in the Science and Art Examinations, and escape the odium of cramming their pupils. But taking the school as a whole, I cannot see that it has faults of its own apart from the type of school to which it belongs, and there are worse schools of the same kind to be found in the West Riding. There are in the school at the present moment 93 boys holding Borough County Scholarships, 28 boys holding West Riding County Scholarships, and 12 boys holding scholarships belonging to the Technical School itself.

The Higher Board Schools.

Higher board schools, Bradford.

There are five higher board schools in Bradford which are arranged somewhat differently to the higher grade schools which we have already described, and which are entirely or principally intended to collect children from all the elementary schools in the town, and supply them with further education. The Bradford higher board schools represent rather a distinction of class than a

distinction of educational grade, as the children are supposed to come from the beginning, and a fee of 6*d.* per week is paid throughout. At the same time there are a few scholarships offered to boys at other elementary schools which enables them to come on to these schools in small numbers. For instance, the Belle Vue School which I visited, and which contains 500 boys and girls, offers 10 scholarships to boys from other elementary schools, two of which are maintenance scholarships consisting of free education and 7*l.* 10*s.* a year. That these schools are really elementary schools with a higher department rather than higher grade schools in the ordinary sense of the term is shown by the fact that by far the largest number of children are in Standards V., VI., and VII. the number of boys in Standard V. being 163, in Standard VI., 147, in Standard VII., 149, in Standard ex.-VII., 56, and in Standard ex-ex-VII., 13. If we look at the ages of the pupils, the same fact is exemplified. Out of 802 boys in these schools, 605 are under 13, 135 between 13 and 14, 51 between 14 and 15, 10 between 15 and 16, and 1 of 16 and over.

Besides the ordinary subjects taken in an elementary school, the boys in Seventh and ex-Seventh Standards take the following science and art subjects: theoretical inorganic chemistry, sound, light and heat, mathematics, practical, plane and solid geometry, magnetism and electricity, freehand, model and perspective. In order to prepare the boys for this work they begin to take certain specific subjects from the Fourth Standard onwards. These are algebra, chemistry, heat and light. Besides this, French, is taken from the Fourth Standard onwards. Manual instruction in Slojd is also given in the higher standards. The Belle Vue School, which I visited, is the best of these higher board schools in Bradford and contains a boys' and a girls' department. The building is good, though hardly suitable for the class of work being done. In the boys' department there is one large class-room in which more than one class is being held, a mistaken arrangement which is fortunately fast disappearing from elementary schools, and there is no laboratory, so that the science teaching has to be entirely done by means of lectures and class teaching. There is a good lecture-room for this purpose, and a fair supply of apparatus.

The time-table seems overcrowded with subjects, especially in the higher standards. The attempt to do the ordinary Seventh Standard work, as well as the science subjects, seems to me to give the boys too much to do, and I think the time-table might well be lightened. In the case of the Seventh Standard, the boys take mathematics, solid geometry, electricity, shorthand, chemistry; Stage II., mathematics, music, light, model drawing, heat, geography, French, English, perspective, history, book-keeping, and Freehand drawing. This seems rather a heavy demand, and just as we found in the other schools which are making use of the Science and Art Department examinations to any great extent, literature suffers; an hour-and-a-half being devoted to French and an hour and 20 minutes being devoted to English in the course of the week, while half-an-hour is devoted to

history. The method of lecturing on science seemed to me very satisfactory. I twice heard the headmaster giving a lecture, on the first occasion on combustion, and on the second occasion on the properties of gases. Both of these lectures were perfect examples of lecturing on elementary science to children. They were very fully illustrated with experiments, which were performed with exactitude and precision, and the subject was developed with extraordinary care, no point being slurred over or left obscure, and each step being confirmed by means of an appropriate experiment. Nothing was taken for granted, but each step in the lesson was made by means of questions put to the boys and testing their answers by experiments, while nothing was dogmatically taught, but all arrived at by a logical process of reasoning in the form of question and answer. The whole class was keenly intelligent throughout, and every boy seemed interested and attentive. I was surprised and pleased to notice various little points brought out which would not have occurred to one in the ordinary course in giving an elementary lesson in science, and which one yet felt at once to be necessary for the proper development of the subject. There were about 100 boys in the lecture room, but, it is almost unnecessary to state, perfect discipline was maintained. I have not had the opportunity in my visits to schools in the West Riding of hearing a lecture on elementary science which was nearly as good as the one which I heard at the Belle Vue School. Unfortunately the teaching of English literature is not upon the same level.

There are no school libraries, and in the boys' school no attempt is made to assist them, by means of lists of books, to a good use of the free library in the town. I heard two lessons being given on literature. In the one class-room a portion of "King Lear" was being taken, and in the other, "The Tempest" was being read throughout. It is hardly necessary to point out how unsuitable a play like "Lear" is for young children, and the master himself seemed to have realised this, as I found him engaged in discussing with the class the nature of a balance-sheet. The class on "The Tempest" seemed to be getting on better, and the boys had evidently, from the questions I asked them, got an intelligent appreciation of the story, but seemed somewhat puzzled when asked what portion of the play they liked best, though ultimately deciding in favour of the scene between Caliban and Trinculo. Only one boy seemed to have a dawning literary appreciation and they all read with very little intelligence. It had evidently never been suggested to them to compare scenes and passages and ideas suggested by this play with those in other books which they might have read. In fact the play was being studied as a barren lesson, and while they could recite glibly answers to the master's questions as to who the people were and what was happening, yet one felt that they could have learnt as much English literature by getting up the facts about a police case reported in a newspaper as by studying "The Tempest" in the way they were doing it. It is here that schools of this type suffer most, and where so many of even our clever elementary school teachers are defective.

They have little literary appreciation, and have not had the time or the opportunity to absorb the literature of their country. The result is that they cannot teach literature to boys, and for bread they give them a stone, and instead of selecting literature which is both good, and easy of apprehension by children, they dare not trust their own judgment and fly to Shakespeare, not because they appreciate Shakespeare, but because they think that Shakespeare must be all right. On inquiry into the books the pupils had read by themselves, I found they know very little of the standard works which should be familiar to all children.

The other higher board schools follow a similar curriculum and do not require a special description. I was, however, interested to find in one of them a small class of girls preparing for the local examinations under a teacher who had been trained at Girton, so that here real secondary work was being done. It may not be necessary in these schools to provide libraries, as there is a good free library in the town, but something should be done to assist and advise children in their private reading.

In the Leeds Higher Grade School excellent lists of books are put up in each class-room suited to the ages of the pupils, with their number in the free library catalogue placed opposite the names. This should be done in all schools in towns where there is a free library.

The complaint of secondary schoolmasters against the children they get from the elementary schools, is, not only that their training is too mechanical, which is due to the large classes common in elementary schools, but also that their education is so narrow, and that they are wanting in general information. For this they, very unjustly I think, blame the elementary schoolmaster. They forget that these children come from homes in which there are either no books at all, or books, very few in number and of a most uninteresting character, and that the people with whom they mix have little or no general education; so that the child has no chance of insensibly absorbing the general information which is common to an educated home, or of filling up by casual reading the hard outlines of school education. Therefore it is of importance, that all should be done that can be done, through the school, by means of reading good English books, and encouraging the children to read others outside, to remedy this great defect as far as possible.

We have now described all the secondary schools in Bradford, except two small private schools which are of little importance. The first stage of the secondary-school system is represented by the higher board schools; and with a larger number of scholarships than they have at present from the other elementary schools in the town these higher board schools would supply all that is necessary for the first stage. Then beyond the higher board schools the educational system of Bradford branches into two, the technical school and the Bradford Grammar School, and for entrance to each of these a large number of free scholarships is offered, so that the boys who wish to carry their education further

than the higher board schools do so by going either to the grammar school or to the technical school. The boys going to the technical school receive a scientific education, lasting for one or two years, before going into business, but a few of them remain and obtain scholarships to the Royal College of Science or elsewhere. Others who wish to carry their education further pass from the higher board school to the grammar school, where they have a choice of obtaining a commercial, a classical, or a science education, and can be passed on direct to one of the older universities. That this is done is shown by the following results:—

One Belle Vue boy holds a classical scholarship at Queen's College, Oxford, another holds a science scholarship at Magdalen College, Oxford, and another a full sizarship at Trinity College, Cambridge, while a Feversham Street boy and a Belle Vue boy each hold a Hastings' Exhibition at Oxford. It will be seen then, from these results, that a door is open in Bradford for a boy of special ability to pass right through to the universities, while at the same time there is a fairly complete organisation for enabling the larger number of boys of ordinary ability to obtain such higher education as they may wish for, the higher board schools, and the technical school and the grammar school forming part of one system; and though there is room for improvement inside these schools themselves, yet the skeleton of an organised system of Secondary Education is to be found here and is working with fair success. The example of Bradford, therefore, is specially worthy of study, and if a larger number of scholarships were offered from the other elementary schools to the higher board schools, and the technical school put on a proper footing, while more attention was devoted to literature in the higher board schools, Bradford would have little to ask for from any organised system of Secondary Education.

Huddersfield.

Huddersfield. There is no county borough in the West Riding which illustrates so remarkably the necessity for a reorganisation of Secondary Education as Huddersfield. In other towns there may be a want of co-ordination between the different secondary schools, but at any rate there are some secondary schools to co-ordinate; but in Huddersfield beyond the higher grade school which has only just been opened, and the day school of the technical college, and one or two small private schools there are no secondary schools at all. This seems to be partly due to the fact that the town is without endowments for educational purposes, and that there is no grammar school.

There are three small grammar schools with endowments just outside the town, but these are rather too far away to be of much practical use in supplying the wants of the town itself. At one time there were two secondary schools, the collegiate school which was a Church school, and the college, which was on unsectarian lines. There did not seem to be a sufficient number

of boys to keep these two proprietary schools going, and, a few years ago, they were consequently amalgamated into one school known as the college, and occupying the college buildings. This amalgamation, however, was far from successful, and though there were over 100 boys in the school, yet this was found insufficient to prevent the school losing money. It is a little difficult to understand exactly how this happened. It was apparently partly due to the necessity of meeting a heavy mortgage on the school, partly due to the depression of trade which has been continuous for over three years in Huddersfield, partly due to a want of harmony among the governors resulting from the amalgamation of the two schools, and partly to the headmaster not being very successful. It remains, however, a remarkable fact that a town of the importance and with the population of Huddersfield should allow its only secondary school to be closed at a time when it had over 100 boys on its books, simply because it could not quite cover expenses. It illustrates very vividly the necessity of the proper organisation of secondary schools, when we find a town with so little public spirit as to allow this to take place. The old buildings of the college have been bought by the school board for the higher grade school, and have been thoroughly re-modelled by them for that purpose, by the addition of light and air in every possible way. Skylights have been pierced through the roof, large openings have been cut through the walls of the class-rooms into the passages, and filled with glass, light colours have been painted on the walls, so that what was a gloomy building is now bright and pleasant. The closing of the college resulted in the springing up of two or three private secondary schools conducted by the teachers who had formerly been in the college. Of these I shall have to speak presently.

The Higher Grade School

Higher grade school, Huddersfield.

This school is too young for one to be able to judge as yet of what it is going to do. It, however, seems likely to have a prosperous career. I have already explained how much has already been done to improve the buildings.

As soon as it was opened a few months ago, it was filled with boys and girls, the number being 420. It is a free school, and the headmaster was formerly under Dr. Forsyth at Leeds, so that it is likely to be well organised and well taught. It grew out of a school known as Springrove School, which had special provision for Seventh Standard and ex-Seventh Standard boys. These boys have, of course, been passed on to the new higher grade school, the children being admitted at Standard VI. The school is an organised science school with a three years' course, which begins at the end of Standard VII., and some children are already preparing for the London Matriculation, while accommodation is provided for 532. I specially inquired whether the 470 children who had joined in the first two months had been drawn away

from existing institutions, but this had not happened to any serious extent. There were six boys from the technical school, and Almondsbury Grammar School had only lost two, so that we find here what we have found elsewhere, that the higher grade schools are providing education for a class of the community which formerly did not receive it at all, the parents who are sending their boys there belonging to the better working class and the poorer middle class, though there are one or two of the old college boys.

Dr. Bruce, who was one of the governors of the college and is a member of the school board, and has consequently been intimately associated with education in Huddersfield, was anxious to persuade the board to start a secondary school with fees on the usual lines. This, if done, would have been an interesting experiment, but the board were not prepared to attempt it, so they have contented themselves with opening a higher grade school modelled on the lines already familiar in Leeds and elsewhere. It is, of course, too early to say what this higher grade school may do in the future, or to judge of its teaching, but I may say that the classes seemed to be under thorough discipline, and the school seemed to have all the go and efficiency which one has learned to associate with the best higher grade schools elsewhere, and the headmaster seemed to have a great enthusiasm for educational work, and a thorough grip of educational methods.

The Technical School, Huddersfield.

Technical School, Huddersfield.

This institution consists of the usual collection of evening classes in scientific and commercial subjects, an art school, and a dyeing, weaving, and an engineering department for both day and evening classes. Besides these departments, with which we have nothing to do here, there is a day school for boys and girls. This school is at present in a transition stage, a headmaster having just been appointed. Formerly there was no headmaster, and classes were taken by teachers who were also employed in the evening under the direction of the secretary of the technical school, who had, of course, the whole organisation to look after. Nothing perhaps could illustrate more vividly how little these technical schools realise the responsibilities and difficulties of running a day school for boys than the fact that this school has been in existence for five years, and that it is only now that a headmaster is appointed. The number of boys at the school is 160, of whom 30 are West Riding County Council scholars, and 12 hold scholarships, which are given from funds inside the borough; the fees for the other boys are 50*s.* for three terms. There are two leaving exhibitions of 20*l.* a year, but as no one applies for them, the money is used for the entrance scholarships. The boys must have passed the Sixth Standard on entering, and the school course is arranged to last two years. After that age the boys either leave the institution altogether, or pass into the

dyeing, weaving, or engineering departments, to which they are admitted at from 15 to 16. Occasionally a boy goes on to Yorkshire College, but this institution cannot yet be said to be passing boys on to any place where they could carry on their Secondary Education.

The school is divided into two parts, commercial and scientific. The commercial includes French and German, with Latin as an alternative to German, which is taken by one or two, mathematics, English, history, physiography, shorthand, book-keeping, geometrical drawing, and theoretical mechanics. On the science side six hours are devoted to German and French, and three hours to English, and five hours to mathematics, chemistry theoretical and practical, sound, light, and heat, or electricity and magnetism, and geometrical drawing, occupying the rest of the time.

In the second year, the boys take second stage mathematics and the advanced stages of the science subjects already mentioned, with some theoretical mechanics.

It will be seen that this is not an organised science school, and the amount of time given to languages and to English is certainly more than is usual in some of these schools.

The teachers are of the usual type found in these institutions. They have most of them been trained at elementary schools, and one has taken his London B.A., and the other his intermediate science. The class-rooms are fairly satisfactory, but the chemical laboratory, which has accommodation for 32 students, is small and badly arranged. There is no proper balance room, and no laboratory for physics. There is a woodwork shop, but no metal shop. A good room has recently been added for machine drawing. It will be noticed that manual instruction does not form an essential part of the course. The art teaching, which is under the art master for the institution, seemed to be of the usual commonplace kind, no attempt being made to teach design to the boys; and as is usual in these technical schools, there is no playground, no gymnasium, and no field for games attached to the school.

In fact, it was admitted by those in authority, that it was not a school, but merely a collection of classes, though it remains to be seen what the new headmaster, who is himself anxious to build up a genuine school, may be able to accomplish. Besides the technical school and the higher grade school, there is one private school taught by the late second master of the college, which can claim to be a classical school; one private school which is a preparatory school, and two others which are commercial schools, while for girls, there is a girls' high school taught by the former headmistress of the girls' side of the College. Four out of these five private schools are taught by old masters at the college.

This completes the provision for Secondary Education in Huddersfield itself, and we have next to consider three endowed schools which lie outside the town at considerable distances. Of these, Fartown Grammar School and Grove House School, Dalton, are so far from the town and so purely local that I shall

consider them with the other county schools, and shall only here consider Almondsbury Grammar School, which is, to a slight extent, assisting the education of boys in Huddersfield.

Almondsbury Grammar School.

Almondsbury Grammar School, Huddersfield.

This school is situated about half a mile beyond the terminus of the steam tram which runs about two miles from the centre of Huddersfield, so that it cannot be considered as very conveniently placed. It is situated in a small village on the side of a valley of considerable beauty, and consists partly of an old building of a picturesque character, to which a new building containing class-rooms and dormitories has been attached, and is surrounded by pleasant grounds. The number of boys at the school is 40, the attendance having gone down of late years, partly because the school has been altering in character from being merely a local school for the village, providing an elementary education, to being a school in which a higher class of work is done, and boys of a different social standing provided for. It is, however, too far from the residential quarter of Huddersfield to obtain boys very easily of the well-to-do classes. Of the 40 boys the school contains, 19 are boarders and only 7 are day boys who live in Huddersfield. The headmaster is a Wrangler of Cambridge, and the school, besides passing 33 per cent. of the whole number of boys through the Cambridge Locals, is succeeding in sending one or two boys on to the universities, one going up to Oxford with a classical scholarship, one going up to Cambridge, and three preparing to go up to either Oxford or Cambridge. There are also at present five boys from this school at Yorkshire College, four of whom hold county council scholarships of 60*l.* a year; so that, while the numbers of the school have fallen, the class of work has risen, and, with a view to encourage this higher standard of work, the governors have just appointed a first-class Oxford classic as second master. The fee for boarding at the school is 35*l.* a year, and the tuition fee from 10*l.* to 13*l.*, according as the boy takes the modern or the classical side of the school. The school has 12 free education scholarships and 5 maintenance scholarships. These scholarships are confined to certain surrounding parishes, one of which includes a portion of Huddersfield. The endowment is 220*l.* a year.

I was favourably impressed with the school as a whole; the discipline seemed good, and the work fairly well done, while the headmaster was evidently very anxious to develop and improve the school in every possible way; but it is hardly necessary to state that a school having so few boys and an endowment of only 220*l.* a year does not cover expenses, especially as it is sufficiently staffed with masters. The governors, accordingly, have had to meet certain expenses out of their own pockets.

The arrangements for science teaching are very inadequate, consisting of a tiny shed for a laboratory, but the class-rooms are good. The boys enter the school from 9 to 14, and stay on an average from two-and-a-half to three years, and leave at about

16 years of age as a rule. About two-thirds of the boys are from elementary schools, and their parents belong to the middle and professional classes. The distinction between the modern and the classical side is that on the modern side no Greek is taken. Altogether 12½ hours a week are spent on languages and two hours on science, while seven hours are given to mathematics; so that it will be seen that this school distinctly belongs to the type of a classical and mathematical rather than of a modern secondary school.

It is difficult to see what its future place will be in relation to the Secondary Education of Huddersfield. Its geographical position makes it unfortunately impossible for it to become the secondary school of the town, and yet it has so many elements of a good school that it would seem a pity if it could not be able to develop into something bigger than it is now. On the other hand, it would certainly suffer by the founding of a good secondary school in Huddersfield; and it would, I fear, be impossible to overcome local prejudice sufficiently to have the school and the endowments transferred to Huddersfield, though this would probably be the best thing that could be done. If the school was transferred, there are certain moneys at Huddersfield known as the Ramsden Charities which are now being wasted in doles, and which might be added to the income of the school. The only other endowment that Huddersfield possesses, the Armitage endowment, has already been given to the technical school.

This completes our survey of the facilities for Secondary Education in Huddersfield, and it will be obvious that the town is at present in a deplorable state in this respect.

When we consider that it has, with its surrounding districts, a population of about 200,000 people, and that except for the Almondsbury Grammar School, which is 2½ miles from the centre of the town, and one private school, which has necessarily a precarious existence, there is no provision at all in Huddersfield for higher Secondary Education, while for second grade Secondary Education, if it was not for the opening of the higher grade school, there would be nothing beyond one or two small private schools, and the technical school which, up to the present, has been far from satisfactory.

Evidently it is absolutely essential that something should be done for Huddersfield, and that a good secondary school capable of carrying boys up to the universities should be founded as soon as possible. This will, probably, only be done when it is part of the duty of the town council to do so, as in Huddersfield itself nobody seems to have sufficient enterprise or sufficient generosity to undertake it.

Halifax.

The Grammar School, Halifax.

Halifax. Halifax is the smallest of the county boroughs, and contains two schools which must be considered here, the grammar school,

and a higher grade school which has been recently opened. The Heath Grammar School is an old foundation, and is fairly well endowed and supplied with entrance scholarships. It has, however, experienced many vicissitudes; in 1879 it was moved into the building which it at present occupies; but in spite of occupying these new buildings the school was emptied in 1883, and was then closed. It was then re-opened in 1887 under the present headmaster, and at present has 97 boys, with accommodation for 175. It is situated in a fairly good building, with class-rooms sufficiently large, a chemical laboratory with accommodation for 24, a special art room, a chemical lecture-room, and a small physical laboratory, with six small and one large class-rooms. The fittings of the class-rooms and laboratories are fairly good, and there is a gymnasium and large playground. The boys enter at ages varying from 9 to 13, and most of them leave at from 15 to 16, only two or three boys remaining after the fifth form. The fees are from 9*l.* to 12*l.* a year, and there are a considerable number of entrance scholarships derived from different charities; from the Waterhouse Charities there are five 12*l.* and six 6*l.* scholarships; from the Brown Charities there are two scholarships of 15*l.* a year, and one scholarship given to the headmaster to pay for the keep of one boy. The five 12*l.* scholarships are confined to boys from elementary schools, and besides this there are 10 West Riding County Council scholars in the school, but the borough makes no grant towards the school. Forty-two of the boys are from elementary schools, and about 30 per cent. from outside the borough. Heath Grammar School, Halifax.

This school seems to suffer, as other grammar schools do in the small towns in the West Riding, from the very short time that the boys stay in it, most of the boys entering the school at from 11 to 13, and leaving again at from 15 to 16. The boys are entered for the Cambridge Junior Locals once every two years; they are all worked up for this, and then, to a certain extent, allowed to specialise, mainly on science and mathematics, while some take classics. The school is one of those that compete both for the Hastings and for the Milner scholarships, and those taking classics compete for these. One or two boys have gone to Oxford or Cambridge, and two or three are sent every year to Yorkshire College or Owens College. Evidently the school is specially strong on science and modern languages, but the boys are not sent in for the Science and Art examinations. During my visit I found some boys being examined in practical chemistry. The examination was a very good one, consisting of questions requiring some thought to answer, and involving preparations of substances and considerable experimental skill on the part of the boys. The ventilation of the chemical laboratory is not good, resulting in a strong smell of chemicals in the passages of the building. This might well be improved. The art teaching did not seem to have any special merit, and is taken by one of the assistant masters.

There are four assistant masters in the school besides the headmaster, one who is a senior Optime receiving 160*l.*, another having an Oxford pass degree receiving 120*l.*, another who took a first class in natural science at Oxford receiving 140*l.*, and another with a London B.A. degree receiving 130*l.* These figures may be taken as illustrating the kind of salaries which are paid in these grammar schools to the assistant masters and the price in the market of men who have taken first-class and second-class honours at the universities. The school impressed me as being fairly good, the science teaching being distinctly above the average, but there was the usual want of attention on the part of the boys in the class-room which is so common when the teacher is untrained. The headmaster evidently regards the competition of the higher grade school as serious, and states that many boys go there who can quite well afford to pay his fees, nor does he find that there is a good competition for his elementary school entrance scholarships, or that the class of boys he obtains by means of them is satisfactory. As I found by the inquiries I made afterwards, the pick of the elementary schoolboys go to the higher grade school, and it is only the residue which compete for the grammar school scholarships. I could not find any instance of boys being passed on from the higher grade school to the grammar school, but curiously enough I found boys who are passed on from the higher grade school going to the Bradford Grammar School instead of the grammar school in their own town. This school would certainly be benefited by having one or two leaving scholarships to the universities, which would tend to raise the character of the work in the upper department of the school, and, if, instead of competing with the higher grade school by means of its scholarships, these scholarships were used to take on those boys from the higher grade school to the grammar school who wish to specialise for the universities it would be better. To a certain extent the school also suffers from being near Hipperholme School and the Rishworth Grammar School, which, with its large Wheelwright endowment, offers free board and tuition to its pupils. There are also two small endowed schools in Ellan, so that there is possibly an oversupply of grammar schools in this district.

With reference to the question of how far the higher grade school competes directly with the grammar school in taking away boys who could afford to pay the grammar school fees, I took the trouble to make a specially careful inquiry, examining the lists of boys at the higher grade school and obtaining as accurate information as I could about their parents. In the first place it does not at all follow in the West Riding because a boy's father is sufficiently wealthy to pay the grammar school fees, and yet sends him to the higher grade school, that if there had been no higher grade school the boy would have been sent to the grammar school. Many of these are men of no education who have made money as manufacturers, and who have little belief in education for their sons, and far from sending their boys to the

grammar school, would have been content to give them merely an elementary school education, and are with difficulty persuaded to even allow them to go to the higher grade school. Speaking roughly, there are from 20 to 25 boys in the higher grade school whose parents could afford to send them to the grammar school, and who, probably, would have done so if the higher grade school had not existed. There is a larger number whose parents could have afforded the fee, but would not have paid it. At the end of this report will be found an appendix, giving a complete analysis of the occupations of the parents of the children in this higher grade school. It would not be possible from this list alone to decide the question, and the figures I have given are based upon the personal knowledge of the habits and position of the parents themselves. These figures which it would be impossible to obtain in the larger towns, are, I think, of considerable interest, as being the only attempt that I have found it possible to make to determine with some exactness the extent of the competition between a grammar school and a higher grade school existing in the same town.

Higher Grade School, Halifax.

The Higher Grade School, Halifax.—The higher grade school begins at Standard V. for boys and at Standard IV. for girls, and charges a 6*d.* fee. The children are, of course, mainly from board schools, but there are a few from private schools. These private schools seem to have suffered severely from the higher grade school competition, and the last but two closed a few weeks before my visit. Curiously enough, this higher grade school is in a certain sense older than the present grammar school. It was started 12 years ago, at which time the grammar school was closed, so that for the first four years of its existence it was the only secondary school in Halifax outside the private schools. When the grammar school was first re-opened, boys occasionally left the higher grade school for the grammar school, but do not do so now; on the other hand, the headmaster admits that he competes to a certain extent with the grammar school. The school has 160 free scholars and 20 West Riding county scholars. There are also some 5*l.* scholarships inside the school which are found very useful, more so than free scholarships, as they represent a little more than free education. The examination for the free scholarships is about the Fourth Standard in difficulty, so that the boys begin in the Fifth Standard. This the headmaster regards as very important, as he finds that by obtaining the boys at from 10 to 11 years of age he can do more with them. The organised science school begins at the end of Standard VI., though some boys stay in Standard VII. who are not sufficiently advanced to pass into the organised science school, while boys entering the school at the end of Standard VI. have to take the Seventh Standard before passing into the science school. This is probably beginning the organised science school work rather young, and it would be better to make all the boys pass through the Seventh Standard. There is no science taught below the organised science school, but the boys while still in the standards do a certain amount of Algebra and French. The ages are approximately 12 to 13 in the first year of the organised science school,

14 to 15 in the second year, and 15 to 16 in the third year; very few boys stay to 16 years of age, but the girls stay till they are rather older.

The number of hours spent in science is kept at the minimum allowed by the Science and Art Department for the first year at any rate, and the headmaster finds that the first year's work in science can be done well while at the same time giving sufficient attention to English and French.

At the end of the second year the boys are sent in for the advanced subjects, but a large number do not get through. The headmaster finds the advanced stage much too difficult for boys of this age, while it is impossible to have sufficient time for a proper amount of English and French, five hours a week having to be devoted to chemistry alone.

He considers that less than three hours a week of French is useless, and devotes three hours to English and three hours to French right through the upper school; but this allows no time for history and geography, three hours being devoted to grammar, composition, and literature. In the first two years he makes no attempt to teach book-keeping, shorthand, or Latin, and he states that there is a distinct objection among parents to the amount of time which has to be spent on science. In the third year, as there is no definite programme in the directory of the Science and Art Department, the work is laid down on the lines of the London Matriculation Examination, and five hours a week of Latin is introduced; but as no one has, so far, stayed for the fourth year, none have been brought up to the fourth year standard. The parents are required to sign a legal document binding them to keep their children in the organised science school for one year, or to pay the amount of the average grant earned by each boy in the school. This is found to be a great advantage, as it is exactly known beforehand how many boys are going to stay throughout the course and the organisation of the school is thereby much simplified.

The following figures will show how the boys are divided between the different departments of the school. Last year there were in Standard V., 53 boys; Standard VI., 74 boys; Standard VII., 40 boys. Out of the boys in these two standards, 72 were passed into the organised science school, and 30 into Standard VII. At present there are in the first year of the organised science school 72 boys, in the second year 39 boys, and in the third year 16 boys.

The income of the school is made up of the fees, the Science and Art grant, and 770*l.* a year from the rates, which is used for the lower part of the school. None of the money of the rates is used directly for the science school, but the science school obtains the advantage of the building, with coal, gas, and cleaning, for nothing. The school obtains no assistance from the technical instruction grant. It has one remarkably good feature which is unusual in schools of this character, there being a teacher to every 30 boys. The salaries paid are as follows:—The headmaster receives 350*l.*, the second 155*l.*, two assistants receive 130*l.*, and two 120*l.* This is a

great improvement on the salaries of only four years ago, when the the highest amount paid to an assistant master was 110*l*. Except the chemistry master, who is a borough analyst, all the staff are elementary schoolmasters, most of whom have attended or are attending classes at Yorkshire College.

The headmaster has tried teaching some practical physics, but has found it impossible to combine the teaching of this subject for the South Kensington examinations, as it is impossible to devote sufficient time to working up a knowledge of the mere book-work to the standard required by the examination. He regards the time spent in practical chemistry as wasted.

It is evident that, like other higher grade schoolmasters, he is of opinion that if the higher grade schools are to be recognised as secondary schools, they must not only be liberated from the necessity of deriving their living principally from the Science and Art Department's grants, but they must also have the minimum salaries and the maximum size of the classes fixed.

The buildings are good on the whole, though the arrangements for teaching science are not satisfactory. There is no science lecture-room or physics laboratory, and the chemical laboratory, which has accommodation for 47, is in the basement of the building and is very unsuitable for its purpose. There is also no workshop at present and a very small art room. These things, however, will be remedied as soon as the new building is put up, which is at present in course of construction. There is a sufficient playground, but no gymnasium.

A technical school is being built in the town, but that will be confined to evening classes.

The teaching of practical chemistry seemed to me very poor; not only was it merely on the Science and Art lines, but it was not being well done. The school as a whole, however, impressed me very favourably, while evidently the teachers were doing their work much more easily, from their having such small classes to handle; and there can be no doubt that the school is a distinct success. One of the best proofs of this is the fact that to a large extent the boys who have come for one year remain for two or three years, owing to their own eagerness to stop. Coming, as they do, in a large number of cases from homes where there is very little education on the part of their parents, it is the boys who persuade the parents to let them stay on at school when they would otherwise take them away. The school has all the brightness, and the teaching, with the one exception referred to, the briskness and efficiency which one has learned to associate with higher grade schools, and the discipline is excellent. The children impress one more favourably than the Sheffield children, being brighter, cleaner, and better dressed. This is doubtless very largely due to the different condition under which they live, Halifax being a small town of 90,000 inhabitants, and consequently with more fresh air and less dirt and smoke than Sheffield. It is interesting to note that two or three boys every year leave this school for Bradford Grammar School, and that in more than one instance

they have passed on to the universities. While no boys leave here for the Heath Grammar School, a fair number of girls pass on from this to the girls' department of the Heath Grammar School.

As will be seen, the school has one distinct advantage over the other higher grade schools in the West Riding, in the smallness of its classes, though on the other hand its equipment for science teaching is at present inferior.

The headmaster struck me as unusually intelligent, and the impression made by the school as a whole was very satisfactory.

As already stated, the small preparatory private schools have disappeared since the higher grade school was started. There are, however, two private schools in the town, one of which, at Park House, Hopwood Lane, has about 70 boys, and competes severely with the Heath Grammar School. This is largely a Wesleyan institution.

It is evident that the grammar school in this town has been re-opened too short a time for its final position, with regard to the education of the town, to be forecast; but there seems no reason why it should not be able to fulfil its work and occupy an important place in the educational work of the town, while being assisted rather than weakened by the existence of the higher grade school. Probably, by arranging its entrance scholarships, so as to encourage boys who now leave the higher grade school for Bradford, to come to it, and by being endowed with two or three leaving scholarships to the universities, it may hope ultimately to obtain a sufficiently large number of boys to organise its work inside the school on a satisfactory basis, which, of course, is very difficult with only 90 boys. Very little is evidently wanted to put the Secondary Education of Halifax into a thoroughly satisfactory condition as far as external organisation is concerned, while internally the higher grade school requires to be free from the necessity of depending on Science and Art grants, and the grammar school requires to have its staff infused with a little of the training and knowledge in methods of teaching, which are confined at present to the elementary schoolmaster. It would also be an advantage to the higher grade school if its teaching in chemistry was reorganised; but beyond these comparatively small matters, there seems to be little required in Halifax at present, and it contrasts very favourably in its educational arrangements with the much larger county borough of Huddersfield.

Summary.

Summary. I shall now recapitulate briefly the educational system existing in each of the county boroughs.

Leeds. In Leeds we have first the Yorkshire College, which, as a branch of Victoria University, stands first among the educational institutions, not only of the West Riding, but of Yorkshire as a whole. It combines the function of a university with science and art departments and a medical school of considerable impor-

tance, with those of a technical college, specialising on dyeing, engineering, weaving, and tanning.

It is also a training college for elementary teachers, and is about to become a training college for secondary teachers as well. The arts department is still rather weak, and is suffering from the unprepared state of many of its students, while at the same time it can hardly afford to shut them out by an entrance examination.

Next to Yorkshire College we have the Leeds Grammar School, which has diminished largely in the number of its scholars of late years, but which, by having a more representative body of governors, increasing the amount of science taught on the modern side of the school, and improving its teaching staff, has no doubt got a future before it. Next to these we have the Church Middle Class School and the Mechanics' Institute School, both of which are examples of modern second grade secondary schools. The Church Middle Class School has sunk largely in numbers of late years, but this can be accounted for by defects existing in the school itself, and it may hope for a new lease of life under the new headmaster, especially if it does all it can to encourage the best boys from the voluntary schools to come on to it to finish their education. The Mechanics' Institute School is a most successful school, and has its full number of boys. We then come to the most interesting school in Leeds, the higher grade school, with its 2,300 children. This school charges 9*d.* a week, but offers a large number of free scholarships to boys from elementary schools, and it is a magnificent example of what can be done in Secondary Education on elementary school lines. At present there is no co-ordination between these different schools, or between them and Yorkshire College, each working for itself quite independently. The duty, therefore, of a controlling body would be not to add to the number of schools existing in Leeds, but to make some attempt to co-ordinate the work between one school and another, and with Yorkshire College.

Sheffield.

In Sheffield there is first Firth College, which, though a small university college, is doing distinctly good work, and there is the technical school, which in its higher departments corresponds to the technical department of Yorkshire College, and is specialising on engineering and metallurgy. The separation between the university college and the technical school has undoubtedly weakened both. We have also in the residential part of the town the grammar school, which is a small but fairly satisfactory school, and Wesley College, which, once a boarding school for Wesleyans in all parts of the country, has now become principally an ordinary day school, which, however, is doing some excellent work. In the centre of Sheffield there is Mr. Newell's Middle Class School, a large private school which is far from satisfactory, and the junior department of the technical school which is also an unsatisfactory school, and the higher grade school, which, though not up to the level of the higher grade school, in Leeds, for excellence of school management and teaching, is yet doing some very good work, and making use of Firth College. In Sheffield, as elsewhere, there is

a want of co-ordination between the work of the different institutions. The grammar school might well be developed and enlarged, and there seems also to be room for a school of the type of the Mechanics' Institute, Leeds, which might possibly be connected with the technical school, and would absorb the boys who now go to Mr. Newell's school and to the technical school.

Bradford. In Bradford there is, first of all, the grammar school, which is the leading school of its kind in the West Riding, the junior department of the technical school, in which there is room for considerable improvement, and beneath these, the five higher board schools, which are doing excellent work, and which, by means of a system of town scholarships, feed the grammar school and the technical school with their best boys. This is the only county borough in the West Riding which can claim to have an organised system of Secondary Education leading from the elementary schools to the universities.

Huddersfield. In Huddersfield there is no endowed grammar school, while the proprietary school of the place has recently closed. A higher grade school has just been opened, which is under a capital headmaster, and will no doubt do good work, and there is a junior department in the technical school, which, though far from satisfactory in the past, may possibly do better under the new headmaster who has just been appointed. There is, however, no school in Huddersfield giving Secondary Education of the first grade, or preparing boys for the universities, so that one of the necessities in this town is the establishment of a good secondary school.

Halifax. In Halifax there is both a grammar school and a higher grade school, both doing fairly good work and being sufficient to supply the wants of a town of this size. What is required here is to arrange for boys who desire it, to pass on from the higher grade school to the grammar school, and to have leaving scholarships from the grammar school to the university. If this were done, the present wants of Halifax would be satisfied.

We have now completed a discussion of the educational organisation of the county boroughs, and it only remains to make a few general remarks before passing on to the consideration of the rest of the county. It will be obvious, on reading the account which I have given, that no two of these county boroughs are alike, while in each one, special local circumstances, which are in many cases difficult to explain, have resulted in remarkable differences in the educational facilities offered. In Sheffield, we have seen that the geographical conditions of the town have exercised an important influence. There is a tendency in all our modern large towns, especially when devoted to manufactures, to a complete separation of the population into two classes according to their respective wealth. In the West Riding the manufacturing towns have originally begun on the banks of a river, and consequently at the bottom of a valley with steeply rising ground often ending in open moors. As the town has increased in size and importance, the wealthier classes, wishing to escape from the dirt and smoke

caused by manufacturing operations, have usually selected some portion of the high ground above the valley for a residential quarter, while the working classes have been left in the lower town. With this separation of classes has come a separation of the primary from the secondary schools, and while a sufficiency of elementary schools has necessarily been provided in the working-class districts, the secondary schools have tended to migrate to the residential quarter. Thus we find, as in the case of Sheffield, that even where a grammar school has originally occupied a more central position, it has been removed of later years to the residential portion of the town. We will find other instances of this in some of the smaller towns of the West Riding. Consequently, as these towns have grown larger and as this geographical separation between the poor and the rich has been increased, the tendency has been for the educational facilities offered to poor boys of special ability to diminish rather than increase. At the time when Dr. Fitch made his report upon the West Riding, a large number of free grammar schools existed, and obeying an inevitable tendency, these have been converted into fee-paying schools, and have doubtless largely increased in efficiency by the change; but at the same time all these changes have, while the working-class population has enormously increased, diminished their opportunities for obtaining a higher education.

It is precisely at this moment, that the school boards in the large towns, under pressure of the growing public opinion, have been compelled, at first with much doubt and division of counsel, to provide something more than a mere elementary education; and the growth of the higher grade schools has been the result. Now, these schools, supported more or less by public funds, built with experience that has been gained in the construction of innumerable elementary schools, staffed with the *élite* of the elementary schoolmasters and consequently gaining the benefit of the vast experience which has been obtained in elementary education, and, furthermore, having teachers who have been trained and who have studied educational methods, are growing so rapidly in importance that the grammar schools, which have resigned to them the teaching of the poor, begin to fear that they may also have to resign the teaching of the rich, and that even all that is meant by division of classes and social prejudice may not be able to save them. This fear, I believe, is unfounded in fact. I have tried to show that to a certain extent it is true that the higher grade schools have carried off a few boys who would otherwise be in the grammar schools; but although it is practically impossible to obtain exact figures on this point, yet in the one case where I could make something of a special inquiry (a case particularly favourable to those who hold that the higher grade schools are taking the boys away from the grammar schools, as the grammar schools was actually closed during the first four years of the existence of the higher grade school) I could not find that more than 20 to 25 boys were in the higher grade school who would in all probability have been in the grammar school had the higher grade school not existed. On the contrary, it is far

more probable that just as the higher board schools in Bradford are feeding the grammar school by means of a judicious arrangement of scholarships, so in the future the higher grade schools will feed the grammar schools, and thus, with the increasing demand for more education on the part of all classes, the grammar schools will easily keep up their full complement of boys. If, however, this is to be the case, the grammar schools must be prepared on the one hand to adapt themselves to modern requirements in the way of education, and on the other hand to devote as much attention to the study of educational methods and to the training of their teachers as is being done in the higher grade schools. It is impossible not to compare unfavourably the ordinary grammar school teacher who has taken a pass degree at Oxford or Cambridge, and who has taken up teaching with no special training or knowledge of his subject, and in many cases with no special enthusiasm for it, with the type of elementary school teacher that one finds in higher grade schools, highly trained in his profession, and full of enthusiasm for his work. It is only by becoming equally well trained, instead of entering the profession as amateurs, that the grammar school teachers can hope to hold their own against the highly-disciplined army of elementary schoolmasters who are now encroaching upon their own territory.

With reference to the future body which is to control Secondary Education in these towns, I think it is in the first place evident that it must be formed in the county borough itself. Whatever working arrangement may be advisable between the county council without and the county boroughs themselves, it is beyond question that these large and powerful cities would never tolerate any control of their educational system by the county as a whole, and that the lines laid down in apportioning the money for technical instruction will have to be followed in this respect. It is furthermore evident that it will be impossible, in creating a governing body, to ignore the position already occupied in towns by the school boards which already have under their control the higher grade schools, and to which a great mass of the poorer townspeople owe almost all the Secondary Education which they are at present obtaining for their children. It will probably be also necessary in creating this controlling body to allow for something more than the mere representative element. I find that those who have education most at heart in these towns look forward with considerable dread to such bodies as the town councils or school boards, which at present exist, having the exclusive control of Secondary Education. It is unnecessary to enter into any lengthy explanation of this conviction, but I think the difficulty could be met by combining with an elective system the selection of a certain number of members of the controlling body for their special knowledge of educational matters. In this way the best interests of education would be safeguarded, while, at the same time, the elective system, which is the inevitable basis of the arrangement, would have its fair share of control.

PART II.

The Work of the West Riding County Council.

West Riding County Council.

I now pass from the consideration of the county boroughs to that of the county as a whole, and I cannot begin this part of my subject better than by describing the relations of the West Riding County Council to the schools within its district, as we have here some indication of how a central body controlling Secondary Education might be expected to act, and the kind of influence it might have to exercise.

The policy of the County Council has been to administer the whole of its grants (which for 1892–3 amounted to 29,573*l.*) in the encouragement and payment for work done in various departments of education, but not to undertake any direct educational work itself. Consequently, the whole of its funds beyond those required for its clerical, and inspecting, and examining staff, are expended in one of three ways, viz., in scholarships; in grants in aid of existing institutions, given under certain conditions; and in payments to certain institutions, with a view to getting special work done. For instance, besides the money expended in scholarships and exhibitions, grants are made to technical schools, secondary schools, and evening continuation schools, and lectures and classes have been organised throughout the county, not by the County Council itself, but by such bodies as Yorkshire College, to whom a grant has been made for undertaking such work. The actual expenditure on secondary schools, exclusive of scholarships and exhibitions, has amounted for (1892–3) to 2,787*l.* 9*s.* 3*d.*, while on scholarships and exhibitions of all kinds, 9,518*l.* 7*s.* 10*d.* has been expended. The system of scholarships and exhibitions which has been established is a very complex one, and will require some explanation; but before doing this it may be necessary to say something of the general principles which have guided the County Council in its dealings with the schools.

Grants to Secondary Schools.

It has been found necessary both to select schools to which grants will be made and also to select schools at which the scholarships may be held. The conditions sometimes differ in the two cases, the students being allowed to hold the scholarships at such schools as they may select within a list which has been drawn up by the County Council. When the County Council makes an actual grant in aid of a school, it does so only on a series of conditions which are briefly as follows:—

In the first place the grants are limited to the encouragement of those subjects which come under the somewhat elastic definition of technical education, and consequently, while insisting on certain general conditions of efficiency in the school, the Council fosters more particularly those departments to which their grant in aid applies.

To begin with the organisation of the aided school itself; the County Council recognise only those schools that are under a properly constituted governing body which takes the whole financial responsibility, and the farming either of a school or a class is rigidly prohibited. They also require the qualifications of all the teachers and their rates of remuneration to be sent in to the Council; and in their regulations they state that the teaching staff is to be such as the County Council approve, though, as far as I am aware, they have not in any case enforced this by refusing a grant on the ground that some particular teacher or teachers were on the staff of the school. They have, however, intimated to day-school governors the discontinuance of their grants for certain of their work, unless the qualifications of the teachers and teaching was improved, and this has led to better things in the following year.

The subjects of instruction on the time table of the school have also to be submitted and approved by the Technical Instruction Committee, and in certain cases very judicious alterations of time tables have been made in this way. They also require that the school must be at all times open to inspection by any person appointed by the County Council, as also the accounts, registers, and other books.

If their inspector is not satisfied with the accommodation and equipment, the grants are reduced, while the grants are in general dependent upon the number of children in attendance, the number of technical subjects taken, and the time devoted to them, the extent of the population supplied with the instruction, the suitability of the school fees and the general efficiency of the school.

These regulations apply to the general condition of the aided school, and I think, on the whole, have tended to the improvement of the schools themselves, while the refusal to recognise certain schools as suitable for grants in aid has tended to improve the general education of the county. On the other hand, there can be no doubt that at present these regulations, which, if carried out in all strictness, would give the County Council complete control over the schools, are more terrible on paper than they are in practice, as it is evident that too much interference on their part would simply result in the refusal of the grant in aid altogether.

Passing on from the general condition of the school, we find that some attempt is being made to improve the science teaching in the schools, and that this certainly has had some slight success. In the first place, the County Council are specially anxious to insist that science teaching should be accompanied by laboratory work, and that the laboratory work should be of a satisfactory character; and, in so far as provision of laboratories for chemistry is concerned, these may be said to be now almost universally provided. On the other hand, the teaching of the practical

chemistry is in most cases far from satisfactory, as the grants which can be earned from the Science and Art Department for this subject directly discourages good practical work.

With the view, therefore, of specially encouraging experimental courses in chemical principles, the grants for practical work in chemistry are increased in the proportion of five to three where the ordinary qualitative work for South Kensington is preceded by a good preparatory course, and this has resulted in some slight improvement. As it is recognised now that a training in the elements of practical physics is of the utmost importance, and should precede practical chemistry, a special grant has been offered for the teaching of practical physics, and though no school has yet availed itself of this grant, there are indications that a few schools intend to do so presently. There is also an unfortunate tendency at present, with a view to earning the maximum grant from the Science and Art Department, to pass boys rapidly either from one subject to another, or from the elementary to the advanced stages in the same subject. With the view, therefore, of discouraging this, the grant for a particular technological subject or science allowed in the first year is repeated for the second year, when found desirable, so as to encourage schools to give two years to each stage of the subject. The Council has also forbidden the teaching of advanced and elementary students in the same class, in which case neither division is eligible for a grant; and, with a view to discouraging large classes, they have fixed the maximum number which may be taught simultaneously by one teacher in certain subjects. The County Council has been impressed throughout with the necessity of making such rules as will prevent their grants leading the schools to give too great a prominence to grant-earning subjects; but I think it is obvious that, no matter how anxious they may be to avoid this, a system of paying schools only for certain portions of their work must necessarily result in undue prominence being given to these departments. Though these regulations have resulted in some improvement in science teaching in the schools, I think more might have been done if the County Council had chosen to take up a stronger attitude, and that the science teaching might have been more rapidly improved than it has been under the present regulations. There are certain things, such as the introduction of good practical courses on elementary physics and chemistry, which might be made compulsory, and action in this direction is the more important, as it is admitted by the County Council inspector that the science teaching at present is, in most cases, far from satisfactory.

There is also another subject to which more attention might be directed. Though the general efficiency of the school, and the quality of the science teaching in particular, has been so far cared for, the art teaching has not received so much attention, though a special grant has wisely been offered to encourage the teaching of design, and a few schools are taking advantage of it. There is no art teaching worthy of the name in most of the schools, and yet the training of the rising generation in the principles of

design and the development of a high standard of taste in such matters is of the utmost importance in a county which is dependent very largely for its livelihood on fabrics in which design plays a leading part. This is a subject which is worthy of more detailed attention in another place, and I merely mention here in passing that it ought to receive more attention on the part of the County Council.

To return to the science teaching; with the view of encouraging teaching on good lines, special syllabuses have been drawn up for the guidance of teachers, and special courses, which have been arranged by the County Council chiefly for elementary teachers, are open equally to assistant masters and mistresses at secondary schools; but up to the present time, only very few of the latter have availed themselves of these privileges. To illustrate the kind of conditions which are required in special cases I may here quote a few which have been demanded from certain schools before a grant could be made:—

Barnsley Grammar School.—That additional entrance scholarships be provided.

Doncaster Grammar School.—That the school be not farmed out to the head master, but that the financial responsibility be borne by the governors, and further, that provision for science teaching be made to the satisfaction of the Technical Instruction Committee.

Heath Grammar School, Hipperholme Grammar School, Restrick Grammar School.—That further equipment for science teaching be made.

Ripon Grammar School.—That further provision for science teaching be made.

Rotherham Grammar School. — That additional entrance scholarships be provided or the fees reduced.

Wakefield Grammar School.—That adequate equipment for science teaching be provided.

Wakefield High School.—That provision be made for practical work in some branch of science.

These requirements are the result of the reports by the inspector and each year sees additional special conditions attached to the grants made to various schools. When such conditions are insisted upon, there is apparently little difficulty in getting the schools to comply with them, which the more encourages the belief that the County Council, coming with a considerable sum of money at its disposal, would be able to insist upon far more wide-reaching reforms in the methods of teaching science than it is doing at present.

We have here, then, some general account of how far the County Council, by means of grants in aid, is directly influencing the efficiency of the secondary schools in its district. If it were merely by the collection of exact statistics, combined with the reports of inspectors, it would be doing a most valuable work; but it has also shown that secondary schools are more or less willing to submit to personal inspection, and to modify their

system according to the requirements of an outside body, and also to keep accurate registers and to supply such information as may be wanted. Thus the feasibility of external control of secondary schools by a central body has been proved; the secondary schools themselves have submitted and have become already accustomed to external interference, and some tentative efforts have been made at improving the schools themselves, while the method of paying grants on the results of a general inspection, which has been so beneficial to the elementary schools of the country, has been established for secondary schools.

Up to the present year grants have been made either in the form of capitation or subject grants for technical and manual instruction, or as payment to holders of County Council scholarships; but the committee have now decided to make fixed grants to certain grammar and secondary schools, stipulating in each case that a certain number of scholarships or free studentships shall be placed at the disposal of the Council at each school to which a fixed grant is made. Under this system grants have been made to 15 schools in the county.

System of scholarships.

I shall now pass on to consider the system of scholarships which the County Council has established. The system is of a somewhat complex character, as there are a great number of scholarships held under different conditions. In the first place there are the technical day scholarships (A.), which are to enable children to pass from elementary schools to secondary schools. These are open to boys or girls under 15 years of age who have not attended a secondary day school prior to the date of entering for examination, and a simultaneous examination is held throughout the Riding, the subjects taken being equivalent to Standard VI. with the inclusion of certain specific subjects. These scholarships are not, however, open to the whole county in the sense that they will be distributed simply according to the results of the examination, as a certain number are allocated to specific areas. This allocation of scholarships varies from time to time according as it is found that the competition in a given area is sufficient to justify the number allocated to it. It is of interest to note how these scholarships are being competed for from year to year.

Technical day scholarships, Class A.:—

Number of entries,	1891	- 372
„	„ 1892	- 1,130

In these two years 314 scholarships were awarded. In 1893 there were 1,317 entries and 198 scholarships awarded, so that it will be seen that the competition for these scholarships has steadily increased. On 1st of May 1894 there were 320 of these scholarships held by children at secondary schools within the administrative county, while 125 were held in the county boroughs, and of all these scholarships 76 were held at higher grade schools. I have, however, included in these figures the technical day scholarships, Class C., which are allocated to particular schools for meritorious students; the number of these is

only one-sixth of the whole, and does not affect the general importance of the figures given. The Class A. scholarships last for two years, and are renewable for a third and fourth year, with an allowance of 5*l.* for meritorious students. It is of some interest to note that on deciding to hold an examination for these second year scholarship holders on the 24th of June 1893, out of 168 students holding such scholarships, 75 presented themselves for examination, and as a result 68 scholarships were renewed. This was prior to the announcement of the 5*l.* maintenance allowance. These scholarships carry with them free education and the cost of travelling for distances not under two miles and, except under very special circumstances (which, however, occur occasionally), not over 10 miles. Consequently the amount paid in respect of each student varies according to the fee of the school which he attends, and the distance which he has to travel. At the same time there is a limit to the amount of fees which the County Council will pay, for they generally refuse to pay more than 8*l.* a year, and as a rule where higher fees are usually charged by a school, they make a special arrangement with the school as to the price at which it will receive the scholars. While the competition for these scholarships is satisfactory on the whole, there are certain districts in the county of which that cannot be said.

Leaving out of account the technical exhibitions for evening students, and the county scholarships for coal mining or for agriculture, we shall next consider the system of county scholarships, to enable students to pass on to some place of higher education. These scholarships are of two classes, namely, Class A., of the value of 60*l.* a year, and Class B., which are agricultural and specially technical, of the value of 30*l.* a year. On the 1st of May 1894, there were 50 of the Class A. scholarships being held. In 1891, 71 entries, and in 1892, 77 entries of competitors resulted in the award of 38 scholarships, while in 1893, 61 entries of competitors resulted in the award of 12 scholarships, so here, as in the case of the junior scholarships, the competition is increasing with time. These scholarships are held for two years, and are renewable annually for one or two years in the case of meritorious students. The Class B. county scholarships were on the 1st of May 1894, held by 22 students, and the Class C. coal-mining scholarships of the value of 10*l.*, were held by 40 students. There are, furthermore, a certain number of free studentships offered by the County Council for students attending Yorkshire College, of which 10 were held on the 1st of May, and there are 20*l.* agricultural exhibitions, of which five were held in 1893. The distribution of Class A. and B. scholarships on May 1st, 1894, was as follows;—37 were held at Yorkshire College, Leeds, and five at Firth College, Sheffield, the remainder being held at other educational institutions outside the Riding.

On the whole, this scholarship system, which I have briefly described, is working well, though there is a general complaint on the part of the head masters that in the case of the scholarships from elementary schools, the age limit is too high.

In the case of the scholarships to higher places of education, there can be no doubt that in the past the competition has not been sufficiently severe, and though it is improving, I think it quite possible that the County Council may find it advisable to diminish the number of these scholarships in future. The examiners for these higher scholarships are selected from the teaching staff of Firth College and Yorkshire College.

Looking at the work of the County Council as a whole, there can be no doubt that it has already resulted in great benefit to education in the West Riding, and is a most hopeful augury for the future, should it be resolved to organise secondary education on a similar plan. The Council has adopted the wise system of co-opting on to their technical instruction committee a certain number of men selected for their special knowledge of educational questions, and, considering the limitations which the Customs and Excise Act imposes, they have done a great deal to advance secondary education. At the same time their work is criticised, with, I think, some justice, on the ground that they have developed too complex a system of regulations, trusting rather to these than to the results of personal inspection, and have, as their detractors say, created a little South Kensington. I have already said sufficient to show that this statement is hardly fair, as they have taken up their work in a far more modern and broader spirit than the Science and Art Department has ever done, but it is nevertheless true that they might well expend a larger portion of their grant on inspection, leaving more to the results of the inspection and less to elaborate regulations. Their balance sheet for 1892–3 shows that out of the total income of 28,019*l.* only 806*l.* 8*s.* 4*d.* is spent on the salaries of the clerical staff, and 208*l.* 6*s.* 8*d.** on the salaries of inspectors, and though the amount spent on inspection has now increased to 525*l.*, this is not nearly sufficient a sum. An increased expenditure on inspectors would well repay the County Council. I have already remarked that little has yet been done to develop the art teaching in the schools on the part of the County Council, and with these slight criticisms I must conclude my remarks by again saying how excellent their work has been. Perhaps I may also be permitted at this point to thank them for the courtesy with which they have not only supplied me with information, but put their inspector at my service, so that I have been able to make use of his invaluable experience in travelling about the country and in visiting schools.

The Secondary Schools in the County.

Having now dealt with the system of grants in aid, and of scholarships originated by the County Council, I shall pass on to

County Secondary Schools.

* For the current year an estimate of 525*l.* was approved, and an almost equal amount was expended in 1893–4, viz., on salaries of permanent inspectors, about 325*l.* (assistant-inspector only appointed at half-year), and on occasional inspectors about 60*l.* The present year's estimate is made up as follows:—Permanent inspectors; 425*l.*, occasional inspectors, 100*l.*

the consideration of the various secondary schools in the county itself outside the county boroughs. The total number of such schools returned by the County Council is 77, but it must not be supposed that this exhausts the list of secondary schools in the West Riding, and I have visited several which are not given in their list. As, however, I was not asked in my instructions or expected to make a complete survey of the secondary schools in the county during the short time at my disposal, I have selected those which are of most importance, either because of their position as good schools in large towns or because they illustrate certain types of schools which it is as well to describe, if only for their defects. In some cases also I have selected a school for a visit because of its geographical position; being the only school available within a very wide district it appeared to me to be of special interest and importance.

In making a selection of schools I have been greatly assisted by the Technical Instruction Committee of the West Riding County Council, who not only placed before me such information as they had collected, but also put the time of their inspector entirely at my disposal, so that I was able to obtain his invaluable assistance in the selection and visiting of schools throughout the county, and was in this way at once put in touch with the local conditions and the relations of the schools to their districts. Owing to his valuable assistance I think I may claim to have been fairly successful in selecting such schools as enable me to give a general picture of the educational condition of the county.

Distribution of grammar schools.

In the list of schools already mentioned as being returned by the County Council, there are 38 endowed grammar schools, so that it cannot be said that the West Riding is deficient, as compared with other counties, in schools of this character. Not only so, but on the whole the distribution of these grammar schools, as can be seen by the accompanying map, is fairly good, though the north-western part of the county, which consists very largely of tracts of moorland, contains no endowed grammar school beyond Skipton, except Giggleswick and Sedbergh (which are both large boarding schools with a few day boys from the district) and one small school of little importance.

Moving east from the north-west through the northern part of the county we find that it is also somewhat wanting in grammar schools, until we reach the grammar school of Ripon and the private schools in Harrogate, and Knaresborough Grammar School.

Another portion of the county which is poorly supplied is the extreme eastern and south-eastern division, Doncaster forming the nearest grammar school to the south, Pontefract the nearest to the west (Tadcaster and Bran being two small grammar schools in the district), while the important town of Selby, which lies in the middle of this region and is midway between Doncaster and York, and on the extreme edge of the county, possesses nothing but two private schools. There is consequently

a region here of considerable size which is badly off for secondary schools. But on the whole the schools are wonderfully well distributed throughout the county, the largest number lying within the more thickly populated manufacturing districts.

This is evident on selecting the district lying to the west and south-west of Leeds, which is the great centre of the manufactures of the West Riding, and is very thickly populated indeed. This district includes, besides Leeds, the three county boroughs, which we have already described, of Bradford, Huddersfield, and Halifax, and it contains, within an area of about 24 miles by 30 miles, the following grammar schools.

In the far north-west, Skipton, and,—lying between Skipton and Leeds,—Keighley Technical Institute, which has grown out of an old grammar school, Thornton Grammar School, Bingley Grammar School, and the Salt School, Shipley. Due west from Leeds, leaving Bradford on one side, and Halifax on the other, until we reach the edge of the county, we pass no secondary schools (except two small higher grade schools which have recently been started at Todmorden, and which are of very little importance), the district between Halifax and the edge of the county containing no grammar schools. On the other hand, the Manchester schools are within easy reach of Todmorden, so that the children living in this region have a choice between Halifax and Manchester. Outside Halifax, and lying between Halifax and Huddersfield, we have the Hipperholme Grammar School, Rastrick Grammar School, Longwood Grammar School, and on the other side of Huddersfield, Almondbury Grammar School. This is the last grammar school between Huddersfield and the edge of the county moving due south, but moving to the south-east we have Penistons Grammar School, lying half-way between Huddersfield and Sheffield, while passing nearly due east from Huddersfield, we come upon Mirfield Grammar School, Ossett Grammar School, and finally Wakefield Grammar School, while between Wakefield and Sheffield we have Barnsley Grammar School.

These are the important schools within the large woollen manufacturing districts, the schools of Penistone and Barnsley lying in the region between this district and Sheffield.

Leaving Sheffield and travelling north-east, we first of all come to Rotherham Grammar School, which is close to Sheffield, and within the steel manufacturing districts. Passing on still further we come into the purely agricultural country, with Doncaster and Doncaster Grammar School as the centre. I have already mentioned that this south-eastern portion of the county is cut off by a slightly curved line on which stand the grammar schools of Doncaster, Pontefract, Tadcaster, and York. In the northern region of the county, cut off by a line drawn from York to Skipton, which is agricultural, passing into moorland towards the north-west, we have, as already stated, the grammar schools of Ripon and Knaresborough, and the large private boarding schools

of Harrogate, while to complete our circle, we have Giggleswick and Sedbergh in the extreme north-west.

Having now given a general survey of the distribution of secondary schools in the county, I shall next proceed to consider a large number of these schools in detail, and shall begin with those in the woollen manufacturing district lying between Leeds and Lancashire.

Salt Schools, Shipley.

There is no grammar school lying between Leeds and Bradford, but just outside Bradford are the Salt Schools, Shipley, in the village of Saltaire which is now a suburb of Bradford. It will be remembered that this village was originally built by Sir Titus Salt for the workpeople at his mill, and it contains a large technical institute, which has a museum, an art department, and a weaving department, a large lecture hall, class rooms, and a very fair chemical laboratory. The day school for boys, and the day school for girls, are both under the management of the committee of the institute, and are situated in a separate building, built for the purpose, on the other side of the road. The description of the girls' school I shall leave to Miss Kennedy, and confine myself to the boys' school.

The school buildings are well suited for their purpose and the class rooms large and well ventilated. There is no chemical laboratory in the school, the boys going over to the Institute for their practical chemistry, and also making use of the chemical lecture room in the Institute. There is no physical laboratory. There is no workshop in the school, but there is one in the Institute which is made use of by boys who take manual instruction as a special subject in the evening. In the same way the older boys sometimes join other evening classes in the Institute, going, for instance, to the art classes held there in the very fine art department. The school has a gymnasium, a playing ground, with fives courts, and a cricket field. There are 116 boys, 20 of whom hold West Riding County Council scholarships, and five of whom hold free scholarships belonging to the school. The boys holding the school scholarships must have been in Shipley Public Elementary Schools. Besides these, there seem to be only two or three other boys in the school who have been at elementary schools, the great bulk having been trained in the preparatory departments of the Salt School itself. The school has no endowment, but the buildings are free, except for 100*l.* a year which has to be paid on mortgages, and obtains its income from science and art grants and fees. The fees are in the preparatory division for boys under 8 years of age 1 guinea a term, for pupils over 8 and under 10 years of age two guineas, for pupils under 10 and over 12 years of age 2*l.* 16*s.*, for pupils over 12 years of age 3*l.* 10*s.*, with an extra charge of 6*s.* and 5*s.* for stationery and for chemicals respectively. The parents of the boys are principally small business men, and clerks who are employed in Bradford but live out at Shipley, a few boys coming from Bradford itself. The boys leave the school at from 15 to 16,

chiefly to go into business, though occasionally a boy is sent on to Yorkshire College. No boys are sent from here to the Bradford Grammar School.

The course of instruction is based upon the science and art examinations and the Cambridge locals, the arrangement being one which is very common in schools of this kind, two time tables being drawn up, one from Christmas to May, while the boys are preparing for Science and Art examinations, and another from May to Christmas, while they are preparing for the local examinations. It need hardly be pointed out that an arrangement of this kind cannot be a very satisfactory one, and it is due to the fact, that, there being no recognised system of inspecting and examining secondary schools, the head masters have to arrange their work to suit the existing conditions. The course of instruction includes Latin, which, while not compulsory, is practically taken by all the boys, German in the 4th, 5th, and 6th forms, and French throughout the school. Science is begun in the 2nd form, when the boys are from 10 to 11 years of age, and consists of a little elementary theoretical chemistry, and sound, light, and heat. The practical chemistry begins in the 4th form, and consists, after a little experimental work, of the ordinary practical chemistry for South Kensington. There is no practical physics. As already stated, the practical chemistry is taught in the laboratory of the institute. This is a fine room, very well arranged for teaching purposes, with accommodation for 41 students, but there is no balance room, and the laboratory is evidently designed for the ordinary qualitative work, though one or two boys, and also one or two of the evening students, ocasionally take quantitative. The teaching of this practical chemistry is under the charge of the head master of the science department in the institute. He is both a B.A. and B.Sc. of London and is evidently a good teacher, but deplores the fact that the necessities of the practical examination in chemistry make it impossible for him to do really satisfactory work in the teaching of elementary science. Most of the boys do not get beyond the elementary stages of these subjects, but those going in for the advanced stage attend the evening classes, and they reach the end of the second stage examination in mathematics. During the winter seven hours a week are devoted to science, and five hours a week to mathematics, while the time allowed in the school for drawing is two hours a week. The art master for the school is also the head of the art department in the institute. It was evident on visiting the art department in the institute that the art master was a man of special ability, who was building up something like a school of design, though, as is customary in other technical institutes in the West Riding, he had no control over, or direct connexion with, the weaving department, the design in the weaving department being under the control of the head of that department, who, though doubtless a thorough master of the art of weaving, cannot be considered, judging by the patterns I examined, a master of the art of design.

This deplorable divorce between the art and the textile departments is so universal in the technical schools of the West Riding, that though a little foreign to our present subject, I cannot pass it by without referring to it.

Finding the art department so strong, I was curious to know whether the art master had attempted to teach design in the day school. He informed me that he was beginning to do so, but had not yet done so to any extent. I may mention, in passing, that he also teaches the girls in the girls' grammar school at Bradford, and has been very successful in his attempts there to obtain from the girls some taste and originality in design. Besides the art master and the chemistry master, the school has a head master, who is an M.A. of London, and two assistant masters who hold no degree. It will be seen that this school is an example of a modern second-grade secondary school, and, as far as I could judge, seemed to be a satisfactory school of its kind. The discipline seemed to be good, and the teaching fair, while the school is certainly exceptionally well off both in its science master and its art master, and if it could be freed from the trammels of grant-earning examinations, both these men would doubtless do excellent work, which the present conditions make practically impossible. It seems unfortunate that this school should not be in any way feeding the universities. This might well be done, as the boys are grounded in Latin, if those who showed a special turn for scholarship were passed to the Bradford Grammar School, and it would probably be worth while for those who organise Secondary Education for the district to arrange the passing on of such boys as are worthy to the Grammar School at Bradford. I should also have imagined that there would have been a larger number of boys in the Shipley elementary schools who would have taken advantage of the existence of this upper school. Possibly something may be done also in this direction. The school would doubtless be improved by an addition to its numbers, as it is at present rather small for proper internal organisation. It is unnecessary to point out what a struggle for existence a school of this character must have, with low fees and no endowment, and having to depend upon the results of the science and art examinations to pay its way. It is now being slightly assisted by a grant of 57*l.* from the West Riding County Council for apparatus, and 126*l.* for the last school year, which will probably be continued. In return for this 126*l.* it receives the 20 scholarship boys already referred to. This money, however, is not paid for the boys' school alone, but includes the girls' school as well, with 150 girls.

Bingley Grammar School.

Following the railway line from Bradford towards the north-west, we come next to the grammar school of Bingley. This is situated on the outskirts of a small manufacturing town with less than 50,000 inhabitants, and is about six miles from Bradford and four from Keighley.

The school is a pleasant little building, surrounded by country, and quite away from the town, with a good playground. It is divided into two parts, for the boys and girls respectively, there being one large class-room and two small rooms for the boys, and three class-rooms for the girls. There is no laboratory or specially fitted lecture table, but there is some chemical apparatus and some very nice physical apparatus. The boys attending the school come almost entirely from Bingley, though a few come from the neighbouring town of Merton, the majority from elementary schools. The boys stay till they are from 15 to 16 years of age, though an occasional boy stays to 17. The top boys enter for the junior and senior locals. The school is suffering from the bad trade in the district, and the number has fallen from 70 to 54, while the boys leave school earlier than they did. A few boys go on occasionally to Yorkshire College, but none have been sent on lately to the Bradford Grammar School. The school takes certain science and art examinations, such as elementary chemistry; sound, light and heat; mechanics, and solid geometry. Some boys have been sent in for advanced chemistry. They then attended the Bingley Technical School laboratory, but this arrangement was not found satisfactory. The school is well endowed for its size, having 800*l.* a year plus its buildings, and charging three guineas and four guineas per term, with five guineas for those outside the parish. There are six 6*l.* entrance scholarships, but no leaving scholarships.

Besides the head master there are two assistant masters, and a drawing master, one assistant master having passed the intermediate science, and the other the intermediate arts. Greek is not taught in the school, but Latin and modern languages are taken. It will be noticed that the curriculum is that of a modern second grade secondary school. It seems to be an excellent little school of its kind, and is very superior to many of the small grammar schools which exist in the West Riding. There was one feature in the school which is so exceptional that I was at once struck by it. I noticed stuck up on the wall in one of the rooms, and pinned on the blackboard, some remarkably good pieces of design freely drawn with a large brush in monochrome. These I found were the work of the art master, who is an old boy at the school, but has been trained in the art classes at Shipley, and who has been training the boys in design. Those who have taken a first-class in model and freehand take design under him, and eight boys were sent in for the examination this year. This is the only attempt that I have come across in any school of boys in the West Riding, to teach something beyond the ordinary freehand and model drawing, though, as I have already pointed out, such teaching is given in the girls schools to a considerable extent. The Bingley Grammar School is certainly to be congratulated on being the pioneer school in teaching design to boys, which is not only in itself of great

educational importance, but is also of direct value for the industrial future of the West Riding.

Keighley Technical School.

We next come to the important manufacturing town of Keighley with its technical school. Keighley possessed an old grammar school, but on building the large technical school, the grammar school was absorbed into it as far as the boys were concerned, while the girls were given the grammar school buildings which formerly belonged to the boys. The technical school at Keighley consists, therefore, of a large technical institute containing a day school for boys, corresponding to the arrangement we find at Sheffield and Bradford.

The technical institute contains a weaving department, a large art school, a gymnasium, and library, and the usual classes found at mechanics' institutes. The day school is called the trade and grammar school, and consists of an elementary department and a senior department. The elementary department, in which a fee of 1*l.* a year is charged, is an ordinary elementary school obtaining Government grants, and the boys remain in this to the end of the sixth standard; but in addition to the ordinary school subjects they take from Standard IV. a little elementary physics with no laboratory work, and mathematics, and some six boys in these standards take French, and six take Latin. On passing from the sixth standard they enter the organised Science School, where they remain until they are from 15 to 16 years of age, with the exception of a few boys who stay until they are 17. The fees for the upper school are 1*l.* 6*s.* 8*d.* a term. In the upper school from 17 to 19 hours a week are devoted to the science and art subjects, English, geography, and French, and scripture occupying the few remaining hours. The custom is to send the boys in for the elementary subjects at the end of their first year. The cleverer boys take up advanced subjects in their second year, while the boys of more ordinary ability do not take the advanced subjects till their third year. The boys staying beyond the age of 15 to 16 are, in one or two cases, preparing for the Universities, and obtain an ordinary Secondary Education, three or four being at this moment at Oxford or Cambridge, while one or two boys are sent on every year to Yorkshire College.

The income of the school is made up of the fees and grants, as there is no endowment beyond that used for scholarship purposes. The class rooms are good, and there is a satisfactory chemical laboratory with accommodation for 44 students, and with a class-room at one end. There is also a fair balance room, and three of the day school boys are doing honours practical. It is customary to devote an hour and a half a week to instruction in experimental chemistry, apart from the course of qualitative analysis, during the years spent in the organised science school. In this point the school is distinctly in advance of many others in its science teaching. There is no physical laboratory, but there is a very good physical lecture room fitted with a lantern and other

appliances. The number of boys in the school is 240, and the classes do not number more than from 20 to 40 boys in a class.

The art work is of the usual kind; but there is an improvement in one respect. The boys are now being put through Taylor's book on design, though no attempt has yet been made to make the boys do designing for themselves.

There is a good workshop, and all the boys take manual training right through the school. The course of instruction is good, and the work well done. The assistant masters are: the master of language, who has passed the preliminary examination at the London University; a master who was three years at the Royal College of Science, and is a B.Sc.; a master who has taken a first-class in the first part of the Cambridge Science Tripos; and an elementary school teacher, who is working for his London B.Sc. The art master is the head of the art school in the institute, and the head master is a London M.A.

I heard Standard IV. receiving a lesson on elementary magnetism, and it was very well done, though of course it should have been associated with practical work done by the boys themselves. The assistant masters are paid fixed salaries, but about one-half of the head master's income is a fixed salary, and the other half is made up of a per-centage on fees and grants. The art master also obtains a per-centage on the grants.

The discipline of the school is good, and the general impression made by the school is certainly better than that of the other technical schools which I have visited, though it has the defect of having no playground, and the assistant masters teach in the evening classes. The grammar school tradition seems to have influenced it, and it impresses one as a school with some organic life, instead of being merely a collection of classes, while the headmaster is evidently an able man, and is anxious to make his school a good and successful one, not only in its class work, but in its general educational influence. At the same time it is obvious that the education given is very one-sided, and that far too much time and attention is devoted to science. This is openly admitted by the head master, who is compelled by the necessities of the position to obtain as much money as he can from science and art grants; and there can be no doubt that if this school was properly supported with funds, the curriculum would at once be modified. There are 37 county council scholars in the school, and besides this the school possesses certain other scholarships. These are the Devonshire Exhibition of 25*l.* a year for one year, which is added to the local exhibition of 25*l.* given by the Science and Art Department; the Holden Exhibition of 25*l.* a year, which is added to the Science and Art Local Exhibition of 25*l.* a year. These exhibitions are open to boys who have been not less than three years at the school, and are tenable at Yorkshire College, Leeds; the Royal College of Science, London; the Royal College of Science, Dublin. The present holders are, at Yorkshire College. There are two Brigg and Clough Science and Art Scholarships of 9*l.* for one year. Two of these are granted

annually to boys who have been not less than two years at th school, and are based on the results of the South Kensington Examination. The Drake and Tonson Scholarship boys also receive maintenance grants of 2*l.* to 4*l.* and 5*l.* a year.

These boys must be the sons of artisans. About one-half of the boys are in the elementary school, and the remainder come into the upper school from the elementary schools of the town. The old grammar school buildings have been given up to the girls' grammar school, the description of which I shall leave to Miss Kennedy.

Skipton Grammar School.

Skipton Grammar School.

Passing along the same line, in a north-westerly direction, we come to Skipton, which is a town of some importance, containing a population of over 10,000, and lies on the fringe of the manufacturing districts, being surrounded by pastoral and moorland country, but containing one or two large mills. The school is built on the edge of the town, close to a large mill, and has 12 acres of ground. When organised by the Charity Commissioners, it was decided to make it principally a boarding school with accommodation for 40 boarders out of a total of 120 boys; and for this purpose a somewhat pretentious building was put up at a cost of 14,000*l.*, which cannot be regarded as a good example of school architecture. The dormitories, with separate cubicles, are satisfactory, but the class-rooms are small and dark, with the exception of one large class-room, which is divided for smaller classes by means of curtains. The dining-room is poor, the laboratory is a miserable place with accommodation for six boys, and the chemical lecture room is also very poor indeed, while all the rooms are dark.

There is a small workshop and a room for photography, a rather dilapidated gymnasium, and a nice swimming-bath. The older boarders are provided with small sitting-rooms. There is a fine field for a playground, but the whole place has a dirty and dilapidated look, which is far from attractive.

The head-master seems to regard the school with considerable disappointment. He has only 20 boarders and 60 day boys. The fee for tuition is from 6*l.* to 9*l.* a year, and the fee for board was intended to be 35*l.* a year, but only 30*l.* is charged. Half the day boys come from Skipton, and half from the surrounding districts, nine being county council scholars; two-thirds of the boys in the school have been at the elementary schools. These boys from the elementary schools seem to be far from satisfactory. Though they have only passed the Fifth or Sixth Standard they are about 14 years of age, and their dialect is so strong that they do not, in some cases, understand the masters. It is significant to note that there is no school board in this neighbourhood, and that these boys have all been trained in voluntary schools. There are scholarships for boys entering the school under the Petyt Trustees, enabling from 10 to 15 boys to obtain free education at the school; but the elementary schoolmasters in the district are opposed to the boys taking these

scholarships, and the competition for them is poor. The course of instruction is of the usual second grade secondary school type, Latin being taught, and French, while German and Greek are optional subjects, and there is a certain amount of instruction in chemistry and physics; but the boys do not go in for science and art examinations. Boys are occasionally sent in for the Oxford or Cambridge Locals, but the governors seem to be somewhat opposed to this. About two boys a year go in for the London Matriculation Examination, while the top boy last year passed the intermediate B.Sc., London, which shows that the science teaching can be carried to a fairly advanced point. A few years ago the school was doing higher work than it is now, and used to send a considerable number of boys to study medicine at Edinburgh University, and an occasional boy to Oxford or Cambridge, being one of the schools that has the right to compete for the Hastings Scholarships and the Akroyd Scholarships, while possessing a scholarship of 30*l.* a year at Christ's College, Cambridge. But most of the boys only spend two years at the school, or at the most three years, and enter the school at from 12 to 14 years of age, and a very few enter from eight to nine years of age from preparatory schools. The endowment of the school is 600*l.* a year, 100*l.* a year of which is devoted to scholarships inside the school, and 200*l.* a year is used up in paying interest on mortgages, so that only 300*l.* a year is left. The class of day boys strikes one as rough, and bear out the masters' description of them. The head master is an M.A. and Wrangler of Cambridge; the second master is a Cambridge M.A., with honours, and there is one master from Bangor College, and one is an elementary schoolmaster. The head master has himself to partly pay these men out of his own salary.

The head master seems to think that there are too many grammar schools competing with one another. I presume he means boarding schools, as there is no day grammar school within a very considerable distance of Skipton. He is plainly discontented with the state of affairs, which is certainly far from satisfactory. Evidently a great mistake was made in attempting to create a boarding school at this place, a mistake which has been made in other places in the West Riding. Only those schools seem to succeed as boarding schools which have some special advantages in their surroundings, either from being placed in some beautiful country district, or in some place which has a reputation as a health resort. This school, placed just on the edge of a manufacturing town, close to a large mill, cannot hope to attract boarders from elsewhere. It also seems to be suffering from the unsatisfactory state of elementary education in the district. I should imagine, however, that the organisation of the school is not first-rate. Not only did the head master seem to be somewhat despondent, but the school seemed confused, and the dirt and untidyness seemed to be an indication of the unsatisfactory management. The governors seem also to be making alterations in the curriculum, at short intervals, which, while confusing the school work, probably do little

to make it more attractive. There must be room for a good secondary school in a town of the size of Skipton, and, if reorganised, it ought to be possible to make this a successful day school, while the attempt to make it a boarding school should probably be abandoned. The land which it now possesses is very valuable, and more than the school really requires, so that there should be in that direction a possibility of obtaining sufficient money to overcome the financial difficulties caused by the erection of the present buildings.

Leaving for the present the north-west district, which extends beyond Skipton to the edge of the county, I shall again enter the manufacturing district and consider the schools lying to the south and south-west of Leeds. In a south-westerly direction lies Huddersfield, which we have already considered as one of the county boroughs, but which contains in its neighbourhood the two small grammar schools of Rastrick and Longwood, which we have not yet considered ; and halfway between Leeds and Huddersfield lie the towns of Batley and Dewsbury, each with grammar schools, while a few miles to the east of Dewsbury there is Ossett with a grammar school, and a few miles further east there is the county town of Wakefield, also with its grammar school. We shall therefore consider next the chain of small towns, beginning with Batley and ending with Wakefield.

Batley Grammar School.

Batley Grammar School.

This grammar school, which is placed in the manufacturing town of Batley, was revised in 1878, under a new scheme and with new buildings. These buildings are well built, and the class rooms are sufficiently large and well equipped. There is one large class room divided into three divisions, two smaller class rooms, a nicely fitted lecture room, and a laboratory, with benches for 24 students, fairly well fitted. The school would be better for two more class rooms, so that the large room could be used merely for assembling the school ; in fact, this improvement might well be made in all the grammar schools where the large class room is used for teaching more than one class at a time. There are 175 boys in the school, and they come from the surrounding towns of Dewsbury, Mirfield, and Ossett, which all contain grammar schools, and from other towns in the neighbourhood ; in fact, the Dewsbury Grammar School, which has just been reopened, is only 20 minutes' walk away, but though doing well it has not affected the number of boys at this school, which is full. There is an endowment of 500*l.* a year, 150*l.* of which is spent in scholarships. Some of these are scholarships of 10*l.* to 8*l.* a year, while others are free scholarships, two of which are restricted to candidates from an elementary school in the original parish of Batley. These scholarships are tenable for three years. The school has no leaving scholarship of its own, but in conjunction with others has the right of competing for the Akroyd Scholar-

ship, to Oxford or Cambridge, of 50*l.* a year. The 150*l.* already mentioned is also from the Akroyd fund. Besides their own scholarship boys there are at the school 45 County Scholarship boys. The head master remarks of these boys that the examination given by the county council is too easy, a considerable number of those coming to him being boys of very ordinary ability. The school is an ordinary second grade grammar school, devoting a considerable amount of time to science, but is not an organised science school. The head master considers that it is impossible to comply with the regulations of the science and art department for organised science schools, and devote sufficient time to other subjects.

No Greek is taught in the school, except when specially required for some examination, and Latin is taught on the classical side but not on the commercial side of the school, where it is replaced by shorthand and book-keeping, 65 boys taking this side of the work. The practical chemistry is carried to a fairly advanced point, the sixth form boys taking honours practical. There are only seven boys in the form who are 16 years and over, so that evidently most of the boys leave quite young. There is a junior department for boys of eight years old, but the larger number of boys enter the school between 11 and 13. The boys go very largely from here to the Medical School at Yorkshire College, and about one boy a year is sent on to Oxford or Cambridge.

In practical chemistry the custom is to begin with simple experimental lectures, and to go on from these to experimental work in the laboratory, and to take up the ordinary qualitative work later. In order to indicate how much attention is devoted to science, I may mention that in the fourth form eight hours a week are devoted to this subject. Boys are sent from here straight to the engineering department of the Finsbury City Guilds Institute, and to the engineering department of the Royal Naval College. The head master complains that he is over-examined. He sends in his boys for the science and art examinations in the spring, shortly afterwards the school is examined by the examiner appointed by the Government, it is again examined for the Akroyd scholarships, and it is again examined at Christmas, the whole of the upper forms being sent in for the Cambridge Locals.

We see here, as we have seen elsewhere, the want of some sytematic method of examining secondary schools, the school never receiving a thorough searching by means of some recognised outside test, while at the same time the head master is tormented with endless examinations.

The head master is an M.A. of Trinity College, Dublin, and, of the assistant masters, one is an M.A. of London and late assistant tutor of the Borough Road College, another is a Cambridge B.A., while the German is taken by the lecturer at Yorkshire College, and the three other assistant masters have no degree, but are studying for the London B.A. or B.Sc. The art master holds a South Kensington certificate, and the teaching

in drawing seems to be of the usual kind. The fees are 3*l.* in the preparatory school, 4*l.* 10*s.* in the junior school, and 7*l.* in the senior school, per annum.

There is a good playground but no gymnasium. This school which seems to be a very efficient and satisfactory little school, may be taken as a typical example of many of the grammar schools in the West Riding. It is working under a reformed scheme and in new buildings. It has a small but efficient endowment, and by means of its own scholarships and the county scholarships, it is doing a work for the district which might be done by a higher grade school, while at the same time it is a distinctly modern school in its curriculum, more than one-third of the boys not taking Latin at all, while Greek has practically disappeared, and German is also regarded as an extra subject. This type of school is repeated over and over again in the towns of the West Riding. It may also be noticed that though surrounded by other grammar schools it is in a flourishing condition, the present head master having begun with three boys. In fact, there seems to be room for any number of schools of this type in the manufacturing districts if sufficiently fed with free education scholarships, and if the course of instruction is sufficiently commercial and scientific. When, as in the case of Skipton, an attempt is made to obtain boarders the results are not so successful.

Passing on from Batley we come to Dewsbury.

Dewsbury Grammar School.

Dewsbury Grammar School.

There are two schools here to be considered, as well as a technical college, which, however, confines itself to evening work, and therefore does not affect the present inquiry. One of these is the Wheelwright Grammar School which is supported out of the Wheelwright Foundation, and the other is Saint Augustine's Grammar School, which is one of the Woodard Schools.

Dewsbury is one of the few towns in which secondary education has been made a subject of religious controversy; in fact, as far as I am aware, it is the only example of this in the West Riding, and consequently we find two schools, the one under a Charity Commissioners' scheme, and the other with no conscience clause, and definitely devoted to training its pupils in the doctrines of the Church of England. We shall first consider the Wheelwright School and then say a little about the Saint Augustine's Grammar School.

The Wheelwright School is both for boys and girls, but I shall only consider the part devoted to boys. Very wisely, the Principal of Yorkshire College has been made one of the governors. It is very desirable that members of the professorial staff of colleges should be placed on the governing bodies of schools. This school is situated in a new building surrounded by large grounds, and is well suited for its purpose, with good class rooms and a beautifully arranged laboratory with balance

room and lecture room. The school contains 119 boys, of whom 30 are county scholars: there are five entrance scholarships. The building was put up partly out of the endowment, partly by borrowing 3,000*l.*, which has to be paid off, so that the rest of the endowment does little more at present than provide entrance scholarships. The course of instruction is on modern lines. There is no Greek taught in the school. Four hours a week are devoted to Latin. In the lower forms two hours a week, in the third form five hours a week, and in the fourth form six hours a week are devoted to science, the subjects taken being chemistry, mechanics, sound, light, and heat. Occasionally a boy has taken honours subjects in science at South Kensington, but the majority do not get beyond the elementary stages in science, and the second stage in mathematics. Besides science and art examinations, practically all the top boys go in for the Cambridge Junior Locals, while a few boys are worked up to the standard of the London Matriculation and the Senior Locals. In the teaching of science there is no experimental physics except in the case of the top boys, who may do a little, but in chemistry the boys take an experimental course before taking up qualitative analysis. The head master complains very much of the impossibility of keeping boys sufficiently long at the school. A few come into the preparatory division of the school, but practically all the boys are elementary school boys who enter in the second and third forms, and he calculates that the average stay of a boy in the three top forms is not more than one year. The following are the ages and the number of boys in the different forms of the school:—

First	form,	average	age	10·1,	number	in form 19.
Second	„	„		12·1	„	„ 26.
Third	„	„		13·4	„	„ 29.
Fourth	„	„		14·8	„	„ 24.
Fifth	„	„		15·2	„	„ 19.

The head master is an M.A. of Oxford with first class honours, one assistant master is an M.A. of Cambridge with first class honours, another is a London B.A., and there is a German master and a certificated art master. The salaries paid are as follows: The head master's salary I do not know, but the assistant masters are paid 180*l.*, 135*l.*, 120*l.*, and 100*l.* The school was in the midst of examinations when I visited it so that I had no chance of seeing the work in progress. The fees are 2*l.* per term in the preparatory school, 2*l.* 10*s.* for boys under 12, and 3*l.* 6*s.* 8*d* for boys over 12. 100*l.* a year is allotted to five entrance scholarships under the scheme for scholarships, which is rather more than the endowment can well allow, the scholarships entitling the holders to free education and 5*l.* a year. These scholarships are only open to boys who have been at public elementary schools in Dewsbury, and preference is given, in case of equality, to the poorest tenants' children on the Wheelwright estates. This seems an excellent little school and is very well equipped, but it evidently suffers from the absence of any endowment available

for the general work of the school. It would certainly be one of the schools to which a central body might well make a grant. As in the case of Batley, it will be noticed that it is practically performing the functions of a higher grade school, and giving a modern and scientific education to boys from elementary schools.

St. Augustine's Grammar School

At the other end of the town is St. Augustine's Grammar School. It is situated in a two-storey building on a waste piece of ground, the lower storey containing one moderate sized class-room with two little rooms off it, and the upper storey being used as a gymnasium. There are 50 boys in the school, and the fees are 4*l.* 15*s.* per year in the junior school, and 7*l.* 10*s.* a year in the senior school. There is no endowment, and the buildings being originally partly paid for by subscription, there is a debt on them now. There is some science teaching in the school, the boys taking chemistry, and selected boys doing a certain amount of qualitative analysis, the laboratory being one of the small class-rooms with a few poor fittings. The boys are not sent in for the science and art examinations. Of the 50 boys, 16 are boarders who pay 39*l.* a year inclusive. The head master is allowed by the governors 300*l.* a year, out of which he is supposed to pay the assistant masters. These assistant masters hold no degree, and receive 45*l.* a year and their board. There are three assistant masters. The head master seems to be making considerable efforts under difficult circumstances, having obtained two county council scholarships, one Yorkshire College scholarship, and one classical scholarship to Shrewsbury, in the past two years. Most of the boys come from elementary schools and stay to about 15. There is no Greek taught, 3¾ hours Latin, no German, 2½ hours French, 4 hours chemistry and physics, the rest of the time devoted to English and mathematics. The top boys are sent in for the Cambridge Junior Locals, and of the eight sent in this year, seven passed, while two were sent in for the London Matriculation and two for the Victoria Matriculation examination. There is a playground attached to the school on the top of some neighbouring high ground.

The position of this school is somewhat deplorable. It is necessarily, by the absence of the conscience clause, cut off from county scholars and from assistance from local funds, while at the same time it is not supported properly by those responsible for bringing it into existence, so that the head master is in a very painful position. Out of the sum of 300*l.* a year he has to pay his assistant masters, thus leaving very little over 150*l.* a year for himself. If it were not for the 16 boarders, there can be no doubt that the school would collapse, and it is therefore all the more curious to note that these boarders do not seem to be exclusively the children of members of the Church of England. There is evidently little to fear from religious controversy in the future of secondary education, when we only find it active in the one town of Dewsbury, and the only product of this activity is the St. Augustine's Grammar School.

Ossett Grammar School.

Ossett Grammar School.

Ossett is a small manufacturing town devoted principally to the sorting and preparation of rags for the making of shoddy. It does not seem to contain any large mills but a considerable number of small manufactories, and is a distinctly poor and mean looking town.

The grammar school is situated in the middle of the town, and is, I should imagine, one of the few remaining types of the grammar schools of 1865, when Dr. Fitch made his report. It occupies a small building consisting of a house for the head master, very little better than an ordinary workman's house, and one dirty and dilapidated class-room. The school is not under a reformed scheme, and has an endowment of only 40*l.* a year outside the money devoted to scholarships. These scholarships, paid out of the interest on 2,100*l.*, consist of two Pickard Scholarships held by boys in the school who are natives of Ossett, and form free education entrance scholarships. There is also one County Council Scholarship at the school, giving free education. The fees are respectively 3*l.* a year for boys under 12, and 4*l.* a year for boys over 12. The course of instruction given for these fees is little more than an ordinary elementary education with the addition of a little algebra, Euclid, shorthand, book-keeping, and French.

We find here the only example I have come across of the system of charging a special fee for Latin and Greek which was so common in 1865, and to which Dr. Fitch so strongly objected. For an extra fee of 1*l.* a term the following subjects will be taught:—Latin, Greek, German, chemistry, sound, light and heat, mechanics, physiology, geology, physiography, algebra beyond simple equations, trigonometry, and conic sections. It is hardly necessary to point out that the head master, who has to do all the work alone, would be somewhat hard pressed if he had to take all these subjects as well as the ordinary school work. As an actual fact there are four boys taking Latin, and one boy taking Greek, while five boys are taking chemistry, and no boy is taking German. The school used to number over 40 boys, but now only contains 25, and the head master complains that this is due to the county scholarships enabling boys to go to the neighbouring grammar schools of Dewsbury and Wakefield, while he no longer gets boys from the surrounding district, but only from Ossett. There can be no doubt that in this matter the county scholarships must have proved of distinct benefit to the boys.

The head master has passed the intermediate London B.A., and is, I think, doing his best, but as only half the boys come from elementary schools, and the rest enter at from eight to nine years of age, while they leave at 15, it is sufficiently obvious that the teaching of boys of such different ages by one man can hardly be satisfactory: *indeed*, the stuffy, dilapidated, and dirty room, with old benches, and the poorest equipment, is sufficient in itself to condemn the school.

I regret that I was unable to find out whether the master was paid a fixed salary or whether the school was farmed out to him; I should think it is highly probable that some such arrangement exists, especially as on the prospectus of the school there is no list of governors. It would be far better that this school should cease to exist, and the endowments be used to send boys to the grammar schools of Wakefield or Dewsbury, which are close at hand. The Grammar School of Mirfield I have not visited, and shall now pass on to Wakefield, which forms the last of the ring of manufacturing towns we have just been considering.

Wakefield Grammar School.

Wakefield Grammar School.

Wakefield is not only a manufacturing town of some importance, but is also the county town of the West Riding, and the home of the County Council. There is both a boys' and a girls' grammar school. The girls' school I shall leave to Miss Kennedy, and confine myself to the description of the boys' school.

The boys' grammar school is one of the few grammar schools in the West Riding that may rank as a first grade school, preparing boys for university scholarships, along with Leeds Grammar School, Bradford Grammar School, St. Peter's College, York, and the two Boarding Schools of Giggleswick and Sedbergh.

It is established in a fairly good building, with sufficiently good class-rooms, though with some of that want of light and brightness which is common to so many of the grammar school buildings. There is a sufficient playground. Recently a very good science department, with a gymnasium on the ground floor, has been built separate from the school. This includes a laboratory with accommodation for about 40, very nicely fitted, with a balance-room and a good lecture-room. The school is well endowed, and has an income from endowment of 840*l.* a year, of which 200*l.* is spent on leaving exhibitions. Besides this income there are certain special scholarship funds, to be presently described. The fees are 6 guineas, 9 guineas, and 12 guineas a year, according to the position of the boys in the school, and there are 24 entrance scholarships known as the Storie scholarships, which give free education and 5*l.* a year, and are for boys who have attended some public elementary school in the school district of Wakefield for three years, and are under 13 years of age. There are also some foundation scholarships, open both to boys within the school and boys outside the school, but, as is usual in such cases, they are principally held by boys within the school itself. These scholarships entitle the holders to exemption from one half of their tuition fees. There are also six choral scholarships, given to boys in the Wakefield Cathedral choir by the Choir Committee, and giving free education. Furthermore, the Governors of the Barnsley Grammar School provide six Holgate scholarships which may be held at Barnsley, Doncaster, Pontefract, and Wakefield Grammar Schools, and

are open to boys from any public elementary school in the parishes of Ackworth, Selkirk, Hemsworth, Royston, South Kirkby and Wragby. These scholarships give a free education plus 10*l.* a year. Finally there is the 200*l.* a year already referred to, which is devoted to leaving exhibitions tenable for three years. The Storie exhibitioners for 1890, 1891, and 1892 are respectively a scholar of Christ's College, Cambridge, a scholar of Exeter College, Oxford, and a Freestone exhibitioner of University College, Oxford, so that it will be seen that these leaving exhibitions are used to send boys on either to Oxford or Cambridge, and that they usually obtain as well some University scholarship. This school also shares with certain other schools in Yorkshire the right to compete for certain close scholarships at the Universities. These are, first, the Freestone exhibitions, restricted to candidates from Wakefield, Pontefract, 'Normanton,' and 'Swillington' Grammar Schools. The Grammar Schools of Normanton and Swillington are no longer in existence. There are also two exhibitions at Clare College, Cambridge, for which candidates from the Wakefield Grammar School have a preference. The school is also on the list of the Hastings schools, and can compete for the Akroyd Scholarship of 50*l.* a year, so that the Wakefield Grammar School is well provided, both with entrance scholarships and leaving scholarships. There are also 24 County Council scholars at the school, ten of whom are Wakefield boys, the whole number of boys at the school being 166. About one-third of the boys in the school are from elementary schools, but a considerable number enter the school at the age of ten, from a preparatory school in the neighbourhood, which is unofficially attached, and seems to do its work satisfactorily. About two boys every year go on to Oxford or Cambridge, three or four go on to Yorkshire College, and others go on occasionally to Glasgow, Edinburgh, and Victoria University, Manchester.

A large number of the boys leave at 16, but there are 26 boys in the sixth form. There is a classification of the boys in this school which I have not seen elsewhere, and the wisdom of which is open, I think, to considerable doubt. There is a classical and modern side, but the modern side is itself divided into two departments, in the one of which Latin, French, and German or Greek is taken, while in the other there is no German or Greek, but more French and more science. This division into three takes place in the fourth form, and ceases at the sixth form, which is divided into two departments, classical and mathematical. A boy on the more scientific side, which is called B. would remain in his own department through the fifth form, and if he still continued at the school, would then pass to the mathematical side of the sixth form, while in the same way, a boy who was on the modern side, A., would necessarily ultimately pass on to the mathematical side of the sixth form. The result is, therefore, that the school is split into three sections at the fourth form, united again into two sections at the sixth form. I must say that modern side, B., struck me as rather a place into which

the inferior boys were thrown together, including, I am sorry to say, the County Council scholars. The class was larger than is customary in a grammar school, consisting of at least 30 boys, and they were in the worst class-room in the building, which was too small for the number of boys in it, and not over well ventilated. I may be wrong, but the impression made upon me was that the county scholars were not looked upon in the same way as the boys holding the school scholarships, and that this classification of two modern sides had been devised for them, but not altogether for their benefit. Evidently mathematics is a strong feature in this school, and the tendency has been to take up science rather from the mathematical side. The laboratory has only just been opened, and an extra fee is charged for it, while the course of instruction is on the usual South Kensington lines, and few boys, so far, have got beyond the elementary stage. Some of the sixth form boys, however, are doing very good work of an advanced kind in practical chemistry, and are doing also a little practical physics. Doubtless something more may be made of the experimental side of science now that the school is fairly well equipped for the purpose. I had an interesting conversation with the head master on the question of how far a boy who had been in an elementary school up to 13 could hope to pick up sufficient Latin, Greek, and mathematics to come up to university scholarship standard. He mentioned that the Storie scholarship boys were not put in modern side, B., and his idea was, that these scholarships were meant to pick up clever boys and send them through a complete secondary education, which rather confirmed my view as to the position of the county scholars. He informed me that he found, as a matter of practical experience, that a clever boy of 13, who had gone through a thorough elementary school education, but, of course, had received no classical training, could obtain a sufficient knowledge of Latin and Greek to compete, and to compete successfully, for university scholarships. This confirms the view held by the head master of the Bradford Grammar School, and is, I think, of the utmost importance in considering the relation of elementary and secondary schools, as it is the outcome of practical experience, while, at the same time, it is opposed to the tradition that Latin must be begun very early if a boy is to obtain a sufficient grip of it to gain university scholarships.

The school is well staffed, the head master being a first-class honours man of Oxford, and of the assistant masters, one is a wrangler of Cambridge, another is a first-class science honours man of Oxford, another holds an ordinary Oxford degree, two others are London B.A.'s, while there is a certificated art master. It will be seen from the description given that this school is doing the higher class of secondary work, and deserves to be ranked among the first-grade schools. The general impression of the school is satisfactory, and I should judge the discipline to be good. The boys are sent in for the Cambridge locals, and for some of the science and art examinations.

There is no other school in Wakefield to be considered here, and it may be questioned whether there is not room in a town of this size for something on the lines of a higher grade school, which at the same time could feed the grammar school in Bradford. When we consider that there are only 166 boys at this school, and that a considerable number of these come from outside the town, one cannot help feeling that there must be a large number of boys in Wakefield who ought to be receiving something more than an elementary education. It will be noticed that the poorer classes are represented by only 34 boys, and this can hardly be considered a satisfactory number.

Possibly such a school might be part of the organisation of the grammar school, and into it the boys in section B. might be swept, while the fees could be placed at 6*d.* a week, and the Storie scholarships could be competed for by boys from this as well as from other elementary schools in the town. It would be a mistake, however, to go too far into the details of any such arrangement here, and it is sufficient for me to point out the general impression made upon me by my visit to Wakefield, that something more should be done in this direction. The grammar school would thus be left freer to do the type of work for which it is best fitted, and in which it is most interested—the educating of boys up to university standards.

There remain a certain number of grammar schools within the distinctly manufacturing district, which I have not yet described. Some I have not had sufficient time to visit, such as Rastrick and Mirfield, but others I have seen and can say something about.

To return to Halifax, which it will be remembered has a grammar school of its own, there is a small grammar school at Hipperholme, a few miles away out of the town. Another at Rastrick, which I have not seen, and which is also near the town, and two endowed schools at Elland. The Hipperholme Grammar School has recently been placed under a new head master.

Hipperholme Grammar School.

Hipperholme Grammar School.

This school is practically in a suburb of Halifax, which contains a certain number of mills and is partially residential. The buildings consist of two class rooms of sufficient size and fairly well equipped, and an outbuilding, which contains a combined science lecture room and laboratory, and a workshop. The fittings of the laboratory are somewhat rough, and of an elementary description, but sufficient for a small school of this kind. There are 54 boys in the school, which has a staff consisting of the head master who holds a London M.A. and B.Sc., two assistants, of the pupil teacher type, who did not seem to be doing their work in a very satisfactory manner, and one or two visiting masters. The school is an organised science school, and a few boys are put in every year for the Cambridge locals. The

fees are 7*l.* a year, there is 150*l.* a year of endowment, out of which six boys receive free education entrance scholarships, and there is one leaving scholarship of 30*l.* There are also four county scholars at this school, and out of the 54 boys, 11 are boarders, with satisfactory boarding accommodation in the head master's house. The head master is a man of great energy, has evidently great skill in passing boys through examinations, and devotes considerable attention to this part of his duties. The school walls are covered with very ingenious diagrams in coloured chalks for enabling boys to obtain the maximum of information on the minimum of space, and the cyclostyle is vigorously at work preparing digests of different subjects, while the head master finds no difficulty in passing young boys rapidly through a large number of science and art examinations. The average time devoted to science and mathematics is 17 hours a week, all the boys taking a little Latin and French. There is no German taught in the school and two boys are taking Greek, the age of leaving being about 15 years; half the boys come from elementary schools. It is only fair to say that this school was almost extinct when the present master was appointed, and that it has recovered its position under his hands. At the same time he impressed me as a perfect specimen of the type of man produced by excessive numbers of written examinations with payments on results. It seemed impossible to find that he had any educational ideas or any conception beyond passing his boys through as many examinations as possible, while he apparently regards an experimental course of instruction in science as a complete waste of time, and is quite unaware of the recent developments in this direction. It is interesting to note that this school claims to have had both Swift and Sir Robert Peel among its pupils, and one cannot help speculating on what would have been the result if these men had found themselves as boys under a master of this type, engaged in earning a maximum amount of grants in the minimum of time. The discipline in this school is not very satisfactory. I can imagine that the present head master would form an excellent assistant master where his energy, cleverness, and ingenious methods of teaching would have sufficient play, while directed into proper channels of effort, but I fear that as a head master his work, while very satisfactory from an examination point of view, will not show itself in genuine educational results.

On the other side of Wakefield there are the grammar schools in Elland which require next to be considered.

Elland Grammar School.

Elland Grammar School.

The little manufacturing town of Elland contains two small endowed schools, Brooksbank Grammar School and Grace Ramsden's Grammar School. I shall take the Brooksbank Grammar School first. It is situated in an old building, consisting of two class-rooms, one of moderate size, the other very small, and a tiny laboratory. Both the building and equipment

are very poor, and the class-rooms ill-ventilated, while there is only accommodation for eight in the laboratory, which is very poorly fitted indeed. There are 50 boys in the school, almost entirely from elementary schools, who come at from 10 to 13 years of age, and stay to 15 or 16. The school has an endowment of 180*l.* a year, out of which there are nine free education scholarships for boys from elementary schools. The fees are 2*l.*, 2*l.* 10*s.*, and 3*l.* a year. The head master is a graduate of Dublin University, and has taken a two years' science course at Yorkshire College, while he has one assistant master of a poor elementary school teacher type. The course of instruction includes theoretical elementary chemistry (a few taking advanced), mathematics up to the second stage, physiography, freehand, French, shorthand, and book-keeping. There is no Greek or German; about 15 boys take Latin. The boys are not sent in for the Cambridge or Oxford Locals, though occasionally for the College of Preceptors. The headmaster is paid a salary along with a capitation grant, and the science and art grant. The school used to earn 35*l.* grant, but since the new arrangements have come into force at the Science and Art Department, the grant has been cut down to one half.

The general impression made by the school is not satisfactory, and the buildings and equipment are very poor, while, of course, it is almost impossible to teach 50 boys of varying ages properly with only two masters.

The other endowed school, Grace Ramsden's, consists of one class room which is newly built and neat and clean, and contains one master, and from 20 to 26 boys, who enter the school at ages varying from nine to 13, and leave at from 14 to 15. Most of them go to work, though some go on to other schools. None have gone on to Yorkshire College. The fees are a guinea a quarter, and there is no science taught in the school at all, four hours a week being given to Latin, and one boy taking Greek. French is taught, but no German, and drawing and mathematics up to the end of the 4th book of Euclid. The head master is an M.A. of Cambridge, and the endowment is 70*l.* a year. The school is not under a reformed scheme, and the trustees must be members of the Church of England, but there is no doctrinal teaching. Apparently the school is considered to be more genteel than the other one, and attracts boys of a slightly richer social class, though it would be very difficult to show much difference in the two schools.

Elland is a great centre for dyeing, but the boys do not seem to be sent on from either of these schools to study dyeing at Yorkshire College, although the Brooksbank school has sent through boys to Yorkshire College, and two of them have taken 60*l.* County Council scholarships. It is certainly absurd to have these two endowed schools in a little manufacturing town of about 10,000 inhabitants. Neither of these schools can be regarded as satisfactory, and they are much too small for proper classification or for a sufficiently large staff of masters.

The next two schools we shall take are not far from Hudders field, viz., Fartown Grammar School, and Longwood Grammar School.

Fartown Grammar School.

Fartown Grammar School is between two and three miles from Huddersfield, in a large manufacturing village. This is a school for both girls and boys. The school has a sufficient playground round it, and the building is modern and fairly satisfactory. There is only one large class-room, and one small class-room, but they are well lighted, well ventilated, and well equipped. There is an endowment of 30*l.* a year, and the school is not under one of the reformed schemes of the Charity Commission; it is supplied with boys from neighbouring villages, including one or two from Huddersfield, 40 per cent. of the boys coming from elementary schools. There is a small kindergarten class in the girls' school, which is under the head master's wife, and supplies a few boys to the school; there are altogether 120 children in the school, the fees being one guinea to two guineas per term. All the boys are put in for the College of Preceptors' examination, second class, and four or five for the Cambridge Locals, while they also are sent in for the science and art examination in mathematics, first grade, elementary physiology (a few taking advanced), geometrical drawing, and freehand and model drawing. No German or Greek is taught in the school, but two hours a week are devoted to French, and the boys learn in Latin the declensions and conjugations, and get through the first part of the Principia, while occasionally a boy is sent in for the London matriculation, and one boy has been sent on to Yorkshire College medical school, and one to University College, Liverpool, the age of leaving being, in the case of most of the boys, between 14 and 15. There are 50 boys out of the 150 children, and 20 infants in the kindergarten, the head master and one assistant teaching the boys, with three visiting masters. The head master is a trained elementary school teacher, and seems very efficient and keen about his work. The assistant master is an ex-pupil teacher. The head master receives 100*l.* a year and a capitation grant of 2*l.* a head. The assistant master receives 60*l.* a year, and what he can earn from grants, amounting to about 10*l.* This system of paying the assistant master by grants is, of course, universally recognised as an unsatisfactory plan, and should not be allowed. The school, however, on the whole, makes a favourable impression as being better than some of these small grammar schools, though it is doing very little beyond the work of the higher department of a good board school.

Longwood Grammar School.

Longwood Grammar School is a little further from Huddersfield, on the other side of the town, and is of a very similar type to the school which we have just described, surrounded by small manufacturing villages, and drawing a few boys from Huddersfield. The boys come principally from elementary schools, and stay to 15 years of age. The head master

has two assistants, and there is an endowment of 70*l.* a year. There are six free education scholarships on the foundation, and one scholarship given privately. The school has a fair playground, one large class-room, and two small ones. The building is comparatively modern, and the class-rooms are good and fairly well equipped. The course of instruction consists of mathematics up to the first stage, elementary theoretical chemistry, elementary electricity, alternating with elementary physiology, and a very little Latin. The children are not sent in for the College of Preceptors' examination or for the Oxford Locals. There are 72 children, both boys and girls, who are taught together in the school, and the fees are from 3*l.* to 6*l.* a year. The head master's salary is 50*l.* a year, and a capitation grant at 2*l.* 5*s.* per head, while the first assistant master receives 70*l.* a year. This grammar school also is doing very much the same work as the higher department of an elementary school, but it impresses one as doing that work with considerable efficiency.

This is the last grammar school from here to the edge of the county, where the Pennine Range runs between Yorkshire and Lancashire.

Barnsley Grammar School.

Barnsley Grammar School.

The next grammar school that we shall consider is Barnsley Grammar School, which lies halfway between Sheffield and Wakefield, in the centre of the coal district. Barnsley itself is a town of about 35,400 inhabitants, besides being the centre of an important district, and it contains a small grammar school. This school was extinct a few years ago, and with the assistance and co-operation of some of the leading people in the town a private school was started which, for some time, was the secondary school of the district, and the grammar school was kept open for a few free scholars who were taught by one of the assistant masters at the private school. Now the whole position is reversed, and under the reformed scheme of the Charity Commissioners, by which the endowments of the grammar school in Barnsley and Archbishop Holgate's Grammar School in Hemsworth have been combined, the school has been put upon a good footing, and the private school is sinking into insignificance. This is such a good example of the general tendency of events in the West Riding, that I have already referred to it in my opening remarks. The same leading men in the town who originated the private school are now acting as governors of the grammar school. There is another point, however, which makes the history of Barnsley Grammar School of interest. It is the only instance that I have come across where the Charity Commissioners have completely shifted the endowment meant for a grammar school in one place, to a grammar school in another place, and the enormous difficulty which was encountered from local opposition in closing the Hemsworth Grammar School, and applying the endowment to Barnsley Grammar School will, I

should think, discourage any public body from attempting such a task again, however advisable it may be. The fight over the matter dragged on for nine years, in spite of the fact that, when the change finally took place, there were only four boys who were paying fees in the Hemsworth Grammar School. The present school in Barnsley contains 72 boys. When it was rebuilt in 1887 the mistake was made, which we have found in other parts of the West Riding, of providing accommodation for boarders. One wing of the building is fitted up as a boarding-house for 13 boarders, and is standing empty. This will, however, very likely prove ultimately useful as the school grows. There is a good endowment of 700*l.* a year, part of which, however, has been mortgaged in the new buildings, which are fairly good. There is a playground, and a very small and poor laboratory with accommodation for 10 boys. The course of instruction is of the usual second grade kind, the top boys being sent in for the senior and junior locals, three were sent in for the senior, and seven for the junior last year, and all passed but one. Two-thirds of the boys come from elementary schools, and the average age of the top form is 14¾ years, though an occasional boy stays on to 17. Boys are sent in for elementary theoretical chemistry and the elementary electricity and magnetism at the examinations of the Science and Art Department, and also for the examination in freehand drawing, while three boys were sent in last year for advanced theoretical chemistry. As the laboratory only holds 10, very few can be sent in for practical chemistry, and the others have what they can of practical work. Latin is taken throughout the school, except by the county council scholars, who are 24 in number, and six boys are taking Greek, for which an extra fee of 3*l.* a year is charged. The ordinary fees are for boys from 8 to 10 years of age, 2*l.* a term; for boys from 10 to 13, 2*l.* 13*s.* 4*d.* a term; for boys over 13, 3*l.* 6*s.* 8*d.* a term. The course of instruction also includes French, and boys who are likely to leave early for business are allowed to devote a considerable amount of time to book-keeping, shorthand, &c. The salaries paid in the school are as follows:—the head master has a house and 300*l.* a year, the salaries of the assistant masters are respectively 160*l.*, 130*l.*, and 80*l.* a year.

The head master is a first class classic of Oxford, while of the assistant masters, one is a second class honours in science at Cambridge, another is an Oxford B.A., and the third has passed the London University matriculation; there is a certificated art master for the drawing. The school is well provided with scholarships for its size; they are arranged as follows:—There are 10 Locke scholarships giving free education, six of which are entrance scholarships, candidates for which must be under 13 years of age at the time of election, and four of which are senior scholarships granted to boys over 14 and under 16 years of age, who are in the school. These scholarships are all tenable for two years. There are also three free education Keresforth scholarships, confined to boys who

have been at a public elementary school at Barnsley or Dodworth. On the same foundation there are six Holgate scholarships granting free education and 10*l.* a year, which may be competed for by boys who have been in attendance at a public elementary school in any of the parishes of Ackworth, Selkirk, Hemsworth, South Kirkby, Royston, or Wragby. These were given at the time of the new scheme along with a grant of 40*l.* to the local elementary school as a compensation to Hemsworth for the loss of its grammar school, but none of them are held at present in the Barnsley Grammar School. It is interesting to note that while the competition in Barnsley for the four entrance scholarships offered this year was fairly good, 40 candidates presenting themselves, only seven candidates presented themselves for the two Holgate scholarships that were vacant, from all the large mining villages in the parishes named, so that there does not seem to be at present any great demand for secondary education among the colliery villages. At the same time it is only fair to state that several of the county scholars in the school do come from the colliery villages, and are doing very well. Besides these scholarships, a yearly sum of 150*l.* is supplied by the governors to provide exhibitions not exceeding 50*l.* a year, tenable at any university or place of higher education; two such exhibitions are at present in existence, the holders being at Yorkshire College. There is also a Cooper scholarship, which will be granted from time to time by the governors to a boy in the school over 14 years of age who wishes to study Greek, and a Cooper exhibition has recently been founded of about 50*l.* a year, but tenable only at Oxford or Cambridge, intended to assist those who purpose to read for honours in theology. The school, therefore, for its size, is well provided with scholarships and exhibitions, both for boys entering and for boys leaving the school. Probably it might be improved by developing a strong modern side with a good laboratory, and concentrating considerable attention on a good classical and mathematical side, with a view to making the best use of the leaving exhibition. The present buildings, without any alteration, will easily accommodate 40 more boys, while, if the wing built for boarders was also made use of, another 50 boys could be added to these. It is to be hoped that the numbers in the school will increase as education progresses in the surrounding mining villages, as the present number of boys is hardly sufficient for proper classification.

Rotherham Grammar School.

We shall next consider the grammar school at Rotherham, which lies much nearer to Sheffield, but is also included within the mining districts. The grammar school itself occupies a building in the suburbs of the town, surrounded by open country; it was originally built as a Wesleyan college, and was bought by the governors of the school, and the school removed there from

Rotherham Grammar School.

the centre of the town in 1890. This school is in a peculiar position as regards its governors and endowment. There are valuable common lands in Rotherham, the governors of which are elected by a popular vote, and are known as the feoffees of the common lands of Rotherham, and part of the income which they derive from these common lands is given away in doles, while part is devoted to the school. The result seems to be that the history of the school is somewhat turbulent, as the governors tend to be elected more in the interests of the receivers of doles than in the interests of the school, and since, as is usual in such cases, the doles when received are spent in the nearest public-house, the popular interests involved are not of the most savoury kind. The whole has been arranged under a scheme of the Charity Commission which does not seem, however, to have solved the local difficulties of the situation. There is, doubtless, also, something to be said on the side of the townspeople, who may with reason hold that the expenditure of a considerable part of the income of the common lands on a grammar school in the suburbs does not specially benefit them, and that they would prefer to have the money spent in some way which would directly satisfy their own pockets. The present situation is that the feoffees have bought the present building, and are allowing the school 250*l.* a year, while there are six free education scholarships granted by the feoffee governors, and six free education churchwarden scholarships; these 12 entrance scholarships are for boys from elementary schools. The building stands in large grounds, and is well adapted for its purpose as a day school, the class-rooms being large and airy and well equipped, while there are considerable portions of the building, at present cut up by small partitions into bedrooms for the former boarders, which could at any time easily be altered to increase the accommodation of the school. In one of the wings of the building, which formerly contained bedrooms and sitting rooms, this has already been done, and the result is a good lecture room and laboratory, fitted for 24, while space has also been obtained for a gymnasium and workshop.

The course of instruction is of the usual kind, the boys varying in age between 9 and 16 or 17, but many leaving as young as 15. They have four hours a week of Latin; French, no Greek, and 12 are taking German in place of Latin. In science they take the ordinary chemistry, theoretical and practical, up to the advanced stage, elementary electricity and magnetism, elementary mechanics, and geometrical drawing. Some boys never reach the advanced stage of these sciences, but one boy has been put in for honours practical in chemistry. A boy is occasionally sent in for the London Matriculation, but the Cambridge Junior Local measures the average attainment of the school, while the science teaching is of the ordinary kind, with the exception of a preliminary course of science lectures which are rather good. There are 110 boys in the school, principally from elementary schools, there are no boys sent on to the Universities, though some go occasionally to Firth College, and there are no boys here holding

West Riding County Council scholarships. The head master is a B.Sc. of London, and there are five assistant resident masters. Most of these hold a B.A. degree. The fees are for boys under 10 years, 2*l.* 16*s.* per term; for boys under 14 years, 3*l.* 10*s.* per term; for boys over 14 years, 4*l.* per term, and an extra fee of 1*l.* per term for Greek. The school seems to be vigorous, but I should imagine would be the better for a larger endowment, and especially for one or two leaving scholarships so as to promote the development of higher teaching in the upper forms. At present the complaint is that the tendency of the boys is to leave the school even younger than they used to do.

This completes the schools which I have visited within the manufacturing districts of the West Riding, with the exception of the small higher board school at Todmorden, on the fringe of the county, the remaining grammar schools to be described being rather in agricultural than manufacturing districts, and including those of Doncaster, Pontefract, and Knaresborough. It will be noted that, on the whole, the manufacturing districts are remarkably well provided with endowed schools, in fact, I think the question in these regions is not so much whether the number of such secondary schools requires to be increased, as whether, in the case of some smaller endowed schools which I have described, such as Ossett, for instance, it would not be better to use the endowment to create an efficient upper department in one of the elementary schools in the town, rather than to leave the grammar school in its present condition. There are, I believe, some three or four small grammar schools within the district named which might be converted into the upper departments of elementary schools. On the other hand, there are grammar schools such as the one last described, and those of Dewsbury and Batley, which have been sufficiently successful to assert their right to exist as independent institutions, and which require the encouragement of a larger endowment, and more especially of leaving scholarships. While, no doubt, there has been great improvement in the last 30 years in the grammar schools of the West Riding, there seems to be a general tendency, caused by the outside pressure of the public wants, for them to devote themselves too exclusively to the work of higher board schools. This, while in itself a most valuable work for the district, yet should not be the only work that they are doing. I am disposed to think that the best way to foster work of a higher level is by one or two leaving scholarships to be held at some university. Though few boys might be attracted by these, yet the existence of even a small upper form which was working up to University standard, would at once elevate the character of the work throughout the school; nor do I think that the fact that in many of the Charity Commissioners' schemes an arbitrary limit of the age to which boys are to remain at the school has been fixed, would very much affect the question, as it is always possible under these schemes for the governors to grant special permission to boys to stay on. It will be noted that while science occupies an important place in the curriculum of these schools, as

was to be expected in an important manufacturing district, yet little or no attention has been given to the methods of teaching science, so as to make it of real educational value. This, of course, is largely due to the stereotyped system of science teaching which has grown up under the Science and Art Department, though it would be a mistake to suppose that because a school does not send in for the science and art examinations, therefore the science teaching is bound to be good. In my experience both the best and the worst science instruction is to be found in the schools which do not send in for the South Kensington examinations. It will be also noted that in a large number of cases I have quoted the salaries of the assistant masters, and given their qualifications. It will be seen by looking at these salaries that an assistant master in one of these grammar schools is no better paid than an assistant master in a higher grade school. The man of University training, who has possibly taken an honours degree, but who is not a trained teacher, earning the same income as the elementary schoolmaster, who has very likely taken his London B.A., or is on his way to do so, and who, while not equalling the other in scholarship or general education, can claim the advantage of having been trained for his work. It is curious to notice the close agreement between the salaries paid for university men in secondary schools, and for elementary schoolmasters in higher grade schools.

The only part of these manufacturing districts which, is possibly not quite sufficiently supplied is the great colliery district surrounding Barnsley, though I think that probably what is wanted here, as there is a very complete net-work of railways, is to stimulate elementary schools, and to increase the number of scholarships to Barnsley and Rotherham, rather than to create more secondary schools in so limited an area.

Todmorden Higher Grade School.

Before passing to these grammar schools, which lie rather in the agricultural districts of the county, I must just say a word or two about Todmorden. The district of Todmorden lies near the edge of the county, on the way to Manchester, and the School Board of the district has started two higher departments in the schools of Hebden Bridge and Todmorden. It is too early as yet to say what may be the future of these higher departments, as they have only just begun. The nearest towns to this district, where a Secondary Education can be obtained, are Halifax on the one side, and Manchester on the other, to both of which places a considerable number of boys go. There used to be a grammar school at Heptonstall, in this district, but it is now extinct, and the endowment is to be used for scholarships. There are to be four scholarships of from 20*l.* to 12*l.*, to be held at grammar schools, the candidates for which must be fifth standard boys, and six of 5*l.*, open to seventh standard boys. It is unfortunate that the Board should be starting the two higher departments so near each other as Hebden Bridge and Todmorden. What I saw of the science teaching was not satisfactory. However, a nice laboratory and

lecture room has been fitted up, and a good manual instruction workshop, while a weaving room is being started for the evening students. All this at Todmorden. At Hebden Bridge a new school is being built, and the children are at present taught in an old factory. These experiments say a good deal for the energy and enthusiasm of the School Board in the district, and it is to be hoped that they will be successful. We shall now pass on to the consideration of Pontefract Grammar School.

Pontefract Grammar School.

Pontefract Grammar School.

Pontefract contains a population of 50,000 within a radius of five miles of the town, and, though out of the woollen district, it is close to the coal-mining villages; there are chemical and other factories in the neighbourhood, while, to some extent, Pontefract itself is a residential town. It is a considerable distance from other grammar schools, being nine miles from Wakefield, 13 miles from Leeds, and 10 miles from Doncaster. The school, therefore, should play an important part in the future secondary education of the county. Nevertheless, it was, a few years ago, extinct, and was revived under a new Charity Commissioners' scheme in 1890, after having been closed for 20 years. Some old militia buildings were bought partly by local subscriptions and partly by a charge on the endowment. These buildings have been fitted up so as to form fairly good school premises, with a large playground surrounding them. The endowment amounts to 100*l.* a year, but the interest on 1,300*l.* of debt has to be paid out of this. There are three free education scholarships available for one year for boys from elementary schools, and the head master himself provides three scholarships, paying half the fees. The school fees are 8*l.* to 12*l.* a year, and the school contains 114 boys, which is as large a number as it can accommodate. The boys are partly from eight to nine years of age, and are partly elementary schoolboys from 12 to 13 years of age, when they enter the school, 14 years being, in the opinion of the head master, too advanced an age for a boy to enter a secondary school. There are 20 county scholarship boys in the school, and the school receives 200*l.* a year grant from the county council. Some boys leave the school as early as 15, a few stay till over 16, but at present the fifth form is the top form of the school. The school is divided into a modern and a classical side, but the modern side absorbs three quarters of the school. Latin is taught throughout, and a little Greek has just been begun with one or two boys, the top form reaching the Senior Local level of scholarship. The boys are sent in for the science and art examinations in theoretical and practical chemistry, geometrical drawing, and mathematics, a few reaching the advanced stage in these subjects. In mathematics the greatest number get as far as the first stage, a few reaching the second stage, and three the third stage. In mechanics one has taken the advanced, in chemistry 11 have taken the advanced theoretical,

and eight the advanced practical. In science they begin with Paul Bert's book, taking up chemistry seriously at 12, and going in for the examination in the second year of their chemistry. When they are three quarters through their theoretical course of chemistry they begin the practical course. The laboratory has benches for 12, and the ordinary qualitative analysis is taught. There is no systematic course of practical physics, but the boys are allowed to handle the apparatus used in the lectures, and have taken to making pieces of apparatus for themselves, which the head master regards as a very hopeful sign. There is no manual work or machine drawing in the school, and on the art side the boys take perspective, freehand, model, and light and shade. There is a good school library, the class rooms are large and pleasant, and the fittings good, while the discipline seems satisfactory, and the general tone of the school impresses one pleasantly. The combined laboratory and lecture-room is neatly fitted up, though it has only bench room for 12. There are 14 boarders in the school, and the head master is paid 60*l.* and half the fees, while the fund for paying the assistant masters is made up of 3*l.* per head on the number of boys in attendance, with a science and art grant, which amounts to about 100*l.* The sums provided in this way are not sufficient, and the head master has to meet part of the salaries out of his own pocket, while the combined sums only enable him to pay for young men. The head master is an M.A. and senior optime in mathematics, the second master is a B.A. and honours classical man, the other assistant masters are a B.Sc. of London, a B.A. of London, and two trained elementary school teachers, while there are two or three visiting masters. The head master is a very energetic man, and very anxious to develop his school, which should play an important part in the future, but certainly requires a larger endowment with some leaving scholarships to the Universities. This would enable the classical and mathematical side to be more developed than it is at present. The school is on the list for Hasting Exhibitions, the Freestone Scholarships, and the Akroyd Scholarships.

Doncaster Grammar School.

Doncaster Grammar School.

Doncaster, though quite removed from the great manufacturing centres of the West Riding, is a town of some importance, as the centre of a large agricultural district, as a railway centre, and as possessing a famous racecourse. The grammar school has a small endowment of its own, as apparently at some past period in its history its endowment was inexplicably involved with the monies belonging to the town; it consequently receives a grant of 250*l.* a year from the town funds. This does not mean that it is a rate supported school. The racecourse of Doncaster belongs to the town and the income from it is sufficient to pay for the expenditure required in the town itself, as well as to make grants for educational purposes. In return for the 250*l.* a year received from the town, the school allows 10 free scholar places for boys

from elementary schools in the town; it possesses two leaving scholarships to Cambridge, one of 80*l.* and one of 40*l.* a year, and in addition to the 250*l.* allowed by the town it has 40*l.* a year endowment of its own. The school buildings are not of a very good type, consisting of one long class room over a covered playground, in which three or four classes must be held at once, with one small class room, a room devoted to a chemical laboratory and two little rooms. The school is divided into a modern and classical side, but the modern side is distinctly of the commercial rather than of the scientific type, no boy specializing for science, and the boys doing ordinary elementary theoretical chemistry, and elementary mechanics for the Science and Art Department, while two boys have taken advanced mechanics. In fact, the science master who has passed the London Matriculation has only got his advanced theoretical chemistry certificate from South Kensington, and is just in for his advanced practical. The lesson I heard given in chemistry was fairly good, though rather loose in some ways. The more serious work of the school is on the classical side, the sixth form containing four boys who are about 19 years of age, three of whom are going up to Cambridge, while most of the boys leave about 16 to go into business. The school contains 137 boys, 20 of whom are boarders, and the head master's salary consists of 150*l.* a year, plus a capitation fee of 2*l.* for each boy, while there is a sum of 760*l.* a year set aside to pay for the five assistant masters. The mathematical assistant master is a Cambridge wrangler, another is a second-class classical tripos man, another already referred to has taken his London Matriculation, another is a certificated elementary schoolmaster. It is interesting to note that this school was farmed out by the trustees to the head master until the County Council interposed, and that it now receives a grant of 150*l.* a year from the County Council, and has among its boys 13 County Council scholars. Two-thirds of the school are on the classical side, while the commercial side includes two hours' book-keeping, two hours' shorthand, two hours' mensuration, and two and a half hours' chemistry. The fees are 10*l.* a year on the classical side of the school, and 6*l.* a year for boys of the town on the modern side. When the head master came here four years ago the school only contained four boys, so that he has done well, and has been very successful in working up the school. I should imagine that good work is done in the school in classics and mathematics, though the discipline is far from good. This would doubtless be improved by more suitable buildings than those at present in use, while a better science department might well be provided, the present laboratory being very poor; manual instruction and mechanical drawing should prove of use in a town which is the centre of the Great Northern Railway's engine works.

There are a considerable number of private schools for girls in Doncaster, and there are two boys' private schools, one Mr. Jackson's, Holgate, the other Mr. Freeman's, Holgate, both commercial schools. The town corporation is also at

present engaged in building elementary schools, as there is no School Board, the whole of the expense being paid out of the earnings from the racecourse. There is a very good free library and mechanics' institute in the town, so that Doncaster may be said to be well supplied for its size with educational facilities, especially when the Corporation Elementary Schools are completed; it is interesting to notice that the whole of this is carried out simply from the funds derived from the racecourse alone. Moving northwards from Doncaster, and leaving Pontefract on our left, we do not come to any endowed grammar schools until we reach York, with the exception of the two little grammar schools of Drax and of Tadcaster. There is consequently a considerable region in the east and south-east of the county which at present contains no first-rate secondary schools, and boys must either go to Doncaster or Pontefract, which both lie at considerable distance from such places as Goole. On the fringe of the county, and also forming an important railway centre halfway between Doncaster and York, lies the town of Selby, which might very well be selected as a place for establishing a good secondary school, while possibly Goole might be made the centre for another. Doncaster, Pontefract, Selby, and Goole would then form the four corners of a square of about 14 miles on each side. Selby does contain two schools at present, but these are both private schools of little importance. There are a few boys in Selby who go to York and a few who go to Leeds, to the higher grade school for their education, thus travelling over 40 miles every day, so there is evidently a need for some satisfactory school within a convenient distance.

These schools between them account for nearly 100 boys, apart from the girls, and, doubtless, from all the district round, a system of county scholarships would attract children to a good school if one existed here, while the present condition of things is far from satisfactory.

Moving further north we come to York, which, while outside the West Riding, is yet an important educational centre, containing, besides private schools, two endowed schools, St. Peter's College and Archbishop Holgate's Grammar School.

St. Peter's College, York.

St. Peter's College, York.

This school claims to be the oldest foundation in England, and is under the management of the dean and chapter of the cathedral. It is a first grade secondary school with a large endowment of 1,200*l.* a year, with good buildings, and surrounded by grounds of considerable size. There are 115 day boys and from 40 to 50 boarders at the school, and they come partly from York and partly from the surrounding Ridings. The fees are from 12 guineas to 14 guineas a year, and there is a large staff of masters, the head master being an M.A. of Cambridge, with four classical assistant masters who are M.A.'s of Oxford or Cambridge, two mathematical and science masters, who are Oxford

M.A.'s, a modern language master, who is a London B.A., and a master for shorthand and writing with a London B.A. degree. The school is divided into classical and modern sides, the modern side taking German instead of Greek, but the teaching of science has not been much developed, and the laboratory is very small and poor, the school being distinctly a first-grade classical school, keeping boys up to 19, and working for university scholarships. There is no conscience clause at the school, though there are some Nonconformists among the boys. A few scholarships are attached to the school for boys entering the school, but not so many as the endowment would warrant. There are two classical Hay Memorial scholarships and one modern scholarship, both giving free education for one year. There are also four senior scholarships for boys in the school; two foundation scholarships, the one giving free board and education, the other requiring an annual fee for board and education of 20*l.*, and there are also two free scholarships. Besides these there are the following leaving exhibitions:—There is one leaving exhibition of the value of 50*l.* tenable for three years, offered for competition every year, granted on the condition that the candidate goes to the Universities of Oxford, Cambridge, or Durham, and the school is on the list for the Lady Hastings exhibitions. There are certain extra fees which are charged in the school, such as an entrance fee of 2*l.*, a fee of 1*l.* 10*s.* per year for practical chemistry, 3 guineas per year for drawing, 5 guineas for painting in water colours, 7 guineas for pianoforte music, 1*l.* 4*s.* for drilling, and 10*s.* to 15*s.* for shorthand. In addition to this there is a nominal sum charged each term for "dilapidations," and a sum not exceeding 10*s.* for games. The charge for boarding varies from 52*l.* 10*s.* to 45*l.* a year, with 4 guineas a year extra for washing, and 1*l.* a year for choir and instruction in part singing, so that it will be obvious that St. Peter's College is an expensive school, and considering its large endowment of 1,200*l.* a year, besides the large amount received in fees and extras, it should be able to grant a larger number of scholarships than it does at present. During the year 1893 the school obtained one scholarship and one foundation sizarship at Cambridge, while four former pupils took honours in their final degree, so that it will be noted that the school does fairly well at the Universities, though the results are not anything very exceptional. It receives no aid at present from any of the technical instruction funds in York, or in the West Riding or elsewhere, nor are any County Council scholars at the school. It should be possible, however, considering the central position of York, to make the school play a useful part as one of the first grade schools in Yorkshire in the general scheme of secondary education, though doubtless this would require some alteration of the school as it now stands by the introduction of a conscience clause. At present it seems to be somewhat isolated from the general movement in the direction of secondary and technical instruction, which is doubtless due to its peculiar method of government. Were the school put under

a reformed scheme of the Charity Commission with a representative body of governors it would play a larger part in the future secondary education of Yorkshire.

Knaresborough Grammar School.

Leaving York, which is on the eastern edge of the county, and travelling westward, we come to Knaresborough which contains a small grammar school. This is a quaint and old-fashioned town, no longer of any importance commercially, and contains an endowment for a free elementary school, and also an endowment for a grammar school. This grammar school is the only one I have met with in the West Riding which is farmed out to the master, the building and the endowment, which amounts to some 20*l.* a year, being made over to him to make a living out of if he can, but apparently he finds the task almost beyond his strength, and regards himself as a poorer man than he was when he first began. There is a boys' and a girls' school in this building, two rooms on the ground floor being given over to the boys, and two rooms upstairs to the girls. They are all somewhat dilapidated, and have poor and old-fashioned sittings. In these rooms the head-master, along with an assistant master and two assistant mistresses, do their best to teach 66 boys and girls, 15 of whom are boarders. 34 of these children come from elementary schools, entering about 13 years of age and staying for about two years, one boy leaving in so short time as six months. There are three boys and two girls in this school holding County Council Scholarships. The fees are six guineas a year for the day children, and 40*l.* a year for the boarders, including tuition. The boys are the sons of small shopkeepers in Knaresborough, one or two coming through from Harrogate. The course of instruction includes Latin, elementary theoretical chemistry, elementary magnetism, and electricity, and elementary mechanics, with a little French and the usual English subjects, the boys being sent in for the College of Preceptors, and Science and Art examinations. The assistant master has passed an intermediate London B.A. examination, and the school is partly assisted by the grants it earns from the Science and Art Department though it has suffered a good deal by the recent change, and there is no laboratory or practical work. The boys work up to second stage mathematics, and there is some shorthand, and drawing, which is the usual free-hand and model. The discipline of the school is good, and the reading of the younger boys is fairly intelligent, while the school has managed to send on four boys to Yorkshire College, three of whom are in the medical school there and one holds a 30*l.* scholarship; two boys have taken scholarships at other grammar schools and are doing well. The head master holds no degree, but was formerly an assistant master at the Mechanics' Institute, Leeds. Considering the difficulties of the position, he seems to do fairly well by his boys, though he has on the one hand no proper funds to equip the school or pay for assistants, and he has on the other hand to deal with rather a dull type of children, especially those that come from

Knaresborough itself. Knaresborough is apparently being ruined by old charities which are distributed in doles, and which are of considerable value, while the money belonging to the free elementary school amounts to about 10,000*l.* There is no reason therefore why, under a proper scheme, this school should not be put in good working order with sufficient endowment behind it. As there is a deficiency of grammar schools in these northern parts of the Riding, this is a matter of some importance, though it may well be questioned whether Knaresborough is the right place for a grammar school, and whether it would not be better in that case to remove it to Harrogate; certainly it would not be satisfactory to leave the school in its present condition, with poor buildings, no sufficient staff, and the head master perpetually struggling with financial difficulties, and it is to be hoped that there will be no delay in turning some of the endowments in Knaresborough to a better use.

Ripon Grammar School.

Ripon Grammar School.

Moving northwards, we come to Ripon Grammar School, on the northern boundary of the riding. This school lies some distance outside the town, and is another of the schools which has been reconstructed with the idea of its being a large boarding school; but it has not fulfilled that expectation, and is burdened with buildings which it does not require, the debt on which absorbs the whole of the endowment. There are cubicles for 70 boys, while the number of boarders is only 35, and the whole number of boys in the school is 108. The school is well built, with a large central class-room and three small ones. There is a tiny laboratory in an outhouse, but hardly any apparatus for physics or chemistry, and evidently little attention is given to practical science, the science master having taken his degree in mathematics. There is a workshop in the school, but no proper course of manual instruction, and there is no gymnasium. The boys work up to the senior local standard, and the fees are 4*l.* to 8*l.* a year. The result of the absence of endowment and of the low fees is that the school is both under-staffed and under-equipped, but it has the makings of a good school if assisted with funds, and it occupies such an important position in a district where there are no other endowed schools, that it is certainly well worthy of assistance with a view to development. It has no County Council scholars, nor does it receive any help from the County Council at present.

Harrogate private schools.

As this is the last of the grammar schools which we have to consider on this side of the county it will be necessary to say a few words about the private schools in Harrogate, before completing our survey by the examination of the schools in the north-west. Harrogate, of course, holds a peculiar position as a fashionable health resort, and consequently a large number of private boarding schools, both for boys and girls, have grown up there. These schools, as far as I have been able to examine them, and

I visited six boys' schools in the town, illustrate very clearly what I have stated in an earlier part of the report, that a marked distinction must be drawn between private day schools and private boarding schools. The day school usually exists in a town where there are other educational facilities provided, and where there are schools supported by endowments, by rates, or by grants from public funds, such as technical instruction grants from the County Council. They have, consequently, to compete with these assisted schools, and even though they charge the same fees, are evidently not in so sound a financial position, and cannot afford to offer so good an article. As a rule, however, they have to charge lower fees if they wish to attract a large number of pupils, or if they charge high fees, have to be content with a small number of boys. On the other hand, a man does not as a rule open a private school without the intention of making it very profitable. He does not risk such capital as he may have saved, and undertake all the worry and anxiety of running a business, as well as of teaching boys, without expecting a substantial pecuniary reward. If he is satisfied with smaller earnings than he would obtain as head master of an endowed school of similar size, without the prestige and chance of advancement which such a position carries with it, it is because he himself is undertaking to fill a position for which he would have no chance in the competition of the open market if he was applying for a similar post in an endowed school. Thus the private school suffers in the first place from inadequate funds for providing teaching staff and equipment, and in the second place from the necessity of the head master and owner of the school making more money out of it than would be expected by the head master of an endowed school. This view is sufficiently confirmed by the history of proprietary schools, which seldom pay any appreciable dividend on their capital, and in many cases have to be closed, and further by my descriptions of the private schools I have been able to visit and have included in this report; in fact, to put it briefly, the day private schools in towns where other schools exist no longer pay if the equipment and the staff are up to modern requirements. The boarding school, on the other hand, placed in some site which is supposed to have peculiar advantages, and therefore attracts parents, is in quite a different position, as sufficient money can be made from the charge for boarding to supply an adequate staff and equipment, and at the same time make a handsome profit. The charges for boarding in the Harrogate schools vary from 50 to 70 guineas, but there are extras which bring the figure to a considerably higher amount, and the schools themselves vary considerably, both in their staff and equipment, from the school held in an ordinary dwelling-house, to the school with a gymnasium, swimming-bath, covered playground, tennis court, and cricket ground; from the school which refrains from mentioning the qualifications or degrees of any of its masters in its prospectus, to the school which numbers on the staff three

M.A.'s of Oxford or Cambridge who have also held scholarships and exhibitions at the University. It would be somewhat invidious to describe these schools one by one, and therefore I shall content myself with the description of a typical school which may be taken as representing a fair average of what Harrogate provides.

This school consists of two houses which have been joined together, with a fair-sized playground at the back, in which one large class-room has been built, which can be divided by curtains into two rooms. Two of the larger rooms in the house are also used as class-rooms, and one as a dining-room, while upstairs the arrangements for sleeping are very comfortable. There is a head master and four assistants, two with a London degree, one with a Cambridge degree, and one who has passed his intermediate examination for the London B.A. There are 40 boarders and 25 day boys, the boarders paying from 55*l.* to 75*l.* a year, and the day boys three guineas to six guineas a term. The boarders come from all over the country, but particularly from Leeds, Newcastle, Huddersfield, Halifax, and Stockton. In all these private schools Huddersfield boys are to be found, which the present condition of Secondary Education in that town no doubt accounts for. There is no Greek taught in the school, but Latin, French, German and a little science are taught, the science by means of lectures from a visiting master, and there is no laboratory. This want of good equipment for science teaching seems to be universal in the private schools I visited. The whole of the top forms are sent in for the College of Preceptors' Examinations, and out of 50 sent in 38 passed in the first, second, and third divisions. Ten picked boys were sent in last year for the Cambridge Locals, of whom six passed. The sixth form contains three boys who are preparing for the London Matriculation, while there are 15 boys in the fifth form. Boys enter the school as young as seven, but the larger number enter at 12 years of age, and have been formerly at grammar schools, private schools, higher grade schools, &c.

The age for leaving is 16 or 17, and boys leave this school for other schools if they wish to go on to Universities, while after a certain age many boys drop Latin for German, and take shorthand and book-keeping, as they are for the most part intended for business. Boys leave also for Yorkshire College, leaving earlier to go there than they used to do, namely, at about 16 years of age. The salaries of the assistant masters are from 100*l.* to 80*l.* a year, with board and lodging.

It is, I think, evident that while the equipment of this school is not so good as some other private schools I visited, in the matter of buildings, and the science teaching is in a somewhat undeveloped state, yet there is little to distinguish it, either in the number or qualifications of its staff or in the examinations for which the boys are prepared successfully, from the ordinary second grade grammar schools as they exist in the West Riding. It is evident that the price paid for board enables the head master to do his work in a satisfactory manner, and at the same

time to make a good profit, as it is to be presumed that, if the business were not profitable, he would not carry it on.

What is required is that all such private schools should be subjected to some external test, and should not merely be left to the particular head master to send the boys in for special examinations. If under some organised system of Secondary Education these schools can satisfy the requirements of those in control of Secondary Education in the matter of teaching, my belief is that there is a great future for them. The opening of the schools in towns more and more to boys of the poorer class will tend to encourage those who feel strongly as to social divisions to send their boys to boarding schools of this character, and certainly in the case of girls' schools this factor will operate very strongly. So that while the private day schools in towns, which have already so largely diminished in number, will probably finally disappear under an organised system of Secondary Education, the private boarding school placed in some attractive district, and enabled to satisfy external requirements by the character of its work, has probably got a prosperous future before it.

The North-West District.

Leaving Ripon, and moving due west, we pass through a remarkable strip of country, which is for a short distance agricultural, and then becomes mountainous, in character. This country stretches 40 miles from Ripon due west, and contains very few towns of any importance. Pateley Bridge, which is a railway terminus within about 10 miles of Ripon, and which is on the edge of the mountainous districts, being the only one until we come to Settle, which contains Giggleswick Grammar School. The schools on the fringe of this district are, on the east, Ripon and Harrogate; on the south, Ilkley and Skipton; and on the west, Giggleswick, Bentham, and Sedbergh; and the district varies in breadth from 14 to 30 miles. It contains very few railways, the North-Eastern Railway penetrating it to Pateley Bridge on the east, and the Midland Railway passing through the north-west portion, with a connexion to the London and North-Western Railway; while there is a strip of 20 miles between the terminus of the branch line at Pateley Bridge and the Midland line at Settle.

We have already dealt with the schools at Ripon, Harrogate, and Skipton.

Giggleswick is really a public boarding school which contains only 20 day boys. Bentham, which I shall shortly describe, is a small grammar school on the western fringe of the county, and Sedbergh is also a public school in the extreme north-western corner, and does not supply local wants, so that we may say that this extensive region is practically without secondary schools at all, and also that for large portions of it, if there were secondary schools, the absence of railway communication would make it impossible for a large part of the population to attend them. It is hardly necessary to say that the population is thinly scattered, and though it is difficult to give exact figures,

probably does not amount to 10 per cent. of the whole population of the Riding; but this does not make it less important. In educational matters we cannot simply look to questions of numbers, and though (as the West Riding County Council claims) 85 per cent. of the population of the Riding are within reach of a secondary day school, we cannot therefore neglect the other 15 per cent. There is probably no part of the population of the West Riding which is more worth cultivating than the inhabitants of these moors and valleys. They contain the original hardy stock from which the population of the other districts has come, and in arranging a system of education for the country, it must always be remembered that it may be of more importance to put the means of education within reach of one child in some remote village, than within the reach of 1,000 children in some other portion of the country, so that it is quite essential that districts such as these should be considered in our scheme for the county as a whole. Before continuing to consider how this may be done, I shall say a few words about the three remaining grammar schools of Giggleswick, Bentham, and Sedbergh.

Giggleswick Grammar School.

Giggleswick Grammar School is in a very magnificent situation, about a couple of miles from the little town of Settle, and surrounded by beautiful scenery. It was originally a free day grammar school containing about 50 boys. It was then converted into a fee-paying school, and this was done without in the first instance diminishing the number of day boys at the school. As it had a large endowment from which it derived an income of close on 1,000*l.* a year, it was determined to try and develop it into a public boarding school. As I have shown in other cases in the West Riding, this policy has been tried and failed, very largely, I believe, because the district in which the school was placed had no special attractions which might persuade parents to send their boys to it. This is not the case at Giggleswick; and the result is that the money which has been spent on a fine set of buildings has been entirely justified by the results, the school now containing 163 boys, of whom 142 are boarders. On the other hand, it is important to note that while the school has developed in this remarkable way, the number of day boys has sunk from 50 to 21, and that this diminution of numbers did not take place at the time when the school was made a fee paying school, but has taken place since that date. This fact raises a very serious question as to how far local endowments may be used for the general advantage of the country at large, instead of for the advantage of the locality. I fear there can be little doubt that in the case of a school of this kind which is ambitious to become a public school, the interests of the day boys are little considered, and I have been given to understand that until the County Council interfered, the day boys were not allowed to

Giggleswick Grammar School.

join in the games with the other boys. This, I think, may be taken as an example of the point of view from which the day boys are regarded in schools of this character, and how it comes about that their numbers tend to diminish instead of to increase. This doubtless is partly due to a feeling on the part of the masters that the day boys break into the organisation of the school without becoming part of it, and is also probably connected with certain class feelings on the part of the parents. It is quite common to find in private boarding schools that it is specially mentioned on the prospectus that no day boys belonging to the locality are admitted to the school. Doubtless the same feeling which in the case of a private school is sufficiently strong to make the refusal of day boys a paying speculation, also influences schools such as the grammar school at Giggleswick, nor do I think that the question is solved by doing as has been done in the case of Giggleswick, and making a grant of 100*l.* a year out of the endowment to the elementary school at Settle. This cannot be considered an equivalent for depriving boys born in the locality of the advantages of a Secondary Education, and it seems to me that the fact that the number of day boys has diminished so seriously at this school, while the tendency has been for grammar schools, on the whole, in the West Riding, to increase in numbers, shows that in one way or another the admittance of day boys is successfully discouraged; and, while not blaming those in charge of the school for this, and recognising their laudable ambition to make the school an important public school, it is impossible for those organising the Secondary Education for a particular county to regard the matter from quite the same point of view. In Sedbergh, which I shall have presently to describe, we have another example of the same thing. It has been proposed to make a distinction between public schools and other secondary schools in dealing with Secondary Education. It is not my place here to discuss how far this can be done in other parts of the country, but I confess I do not see how the distinction is to be drawn in the West Riding itself. We have seen that some grammar schools contain no boarders, other grammar schools contain a few boarders while most of the boys are day boys, some grammar schools contain no accommodation for boarders, while other grammar schools have laid out large sums of money in building accommodation for boarders, which is either not being used at all or being partially used. In the case of Giggleswick this speculation has been successful; in the case of some other schools it has not. It is difficult to see how any distinction is to be drawn between these schools; and speaking for the West Riding I should be disposed to say that a school which is supported by local endowments is to be considered as a local school, and treated in the same way as any other grammar school, and that where there are indications that there is a tendency to neglect the interests of the day boys in the locality, that it is the special duty of those controlling Secondary Education for the county to see that those

day boys are not in any way neglected. While it would be impossible for me to lay down detailed regulations here, I should be disposed to say that the general principle should be to regard the school as a local school, and while leaving the school perfectly free to attract boys from elsewhere if it chooses, and while not objecting to boys from elsewhere obtaining their share of the benefit accruing from grants made to the school, that these grants be made to it as a local school, and primarily for the benefit of boys in the locality. If the boys in a locality get their fair share of the advantages of the school there can be no objection to the presence of boys from other parts of the country, as, on the whole, the boys in the locality would benefit by mixing with boys from elsewhere. As I have stated already, I have not the knowledge necessary to enable me to speak for schools outside the West Riding, but I would repeat that I do not see where the distinction is to be drawn between public schools and local schools in the West Riding itself, and that I think it is the first duty of the grammar schools of the West Riding to supply the local wants before supplying those of boys elsewhere. Nor can I believe that there is any insuperable difficulty in doing this without injuring the school as a public school, or in supporting such a school with grants, and bringing it under the general scheme of inspection whatever that may be. Outside the West Riding other conditions may prevail, and other solutions of the problem may be necessary.

Giggleswick Grammar School must be classed among the first grade schools of the West Riding, and is doing excellent work. It has, however, a distinct bias towards science rather than towards classics, and when the revised scheme was drawn up it was meant to be a distinctly modern school, and to have no Greek taught at all. As an actual fact Greek is taught to the sixth form, and six hours a week are given to Latin, while in the lower forms seven hours a week are devoted to French and German, but the main attention of the school is given to science, the elementary form giving two hours a week, the third form four hours, the fourth form four hours, the lower fifth eight hours, the upper fifth eight hours, and the sixth form nine hours a week to science, apart from mathematics. In the lower forms botany, physiography, and experimental courses in measuring, weighing, and simple physics and chemistry are taken. The boys do not begin systematic chemistry and physics until they have reached the lower fifth form, and are 15 to 16 years of age. By that time they have passed through Worthington's Laboratory Practice, parts 1, 2, and 3, have learned the chemistry of certain simple substances, and have some elementary notions of mechanics and hydrostatics. The course of instruction consists principally of practical work, and is specially devised to give a training in scientific method. There is an excellent physical, as well as an excellent chemical, laboratory, and experimental physics is carried right through the school from the third form to the sixth, the boys passing from "Worthington" to "Glazebrook and

Shaw." The course of instruction in this school has been so well thought out that I have thought it worth while to publish it in more detail as an appendix, so as to indicate what can be done in the utilisation of science as a genuine educational instrument by a school which is, on the one hand, free from the necessity of working on the lines of the Science and Art Department, and, on the other hand, has the intelligence to take advantage of the latest results of those who have devoted their attention to the proper teaching of science in schools. The school is directly supplying the Universities with boys, but as it is to such a slight extent a West Riding school, it is hardly necessary to give further details of its working, beyond repeating that it has a first-rate staff and is evidently doing excellent work.

High Bentham Grammar School.

High Bentham Grammar School.

Leaving Giggleswick we come to the little grammar school of High Bentham, on the edge of the county. High Bentham is a little country town of 1,200 inhabitants, and contains a couple of mills, one for silk and one for flax. The grammar school is a small building consisting of one class-room fairly good, attached to the master's house. There is one master who was formerly an elementary schoolmaster. There is an endowment of 120*l.* a year, and the school contains 33 boys, principally the sons of small farmers. The boys usually leave between 15 and 16, and about two a year go on to Lancaster Grammar School. The fee is 11*s.* a quarter, and the course of instruction includes three hours Latin, French, a little chemistry, and some shorthand, but there is no apparatus or laboratory in the school. This school can be doing little more than elementary work, and can only just be included among second grade schools; but it seems to be a fairly good little school of its kind, and, as it is passing boys on occasionally to Lancaster Grammar School, is not without use in the district. The master informed me that about one-third of the boys at the school returned to the land, while the rest became clerks, teachers in private schools, and so on. As an indication of the purely agricultural character of the school, I may say that the school holidays are regulated by the time of the hay harvest.

Sedbergh Grammar School.

Sedbergh Grammar School.

This school is very similar to Giggleswick, having developed into an important boarding school with 195 boarders and six day boys, with a staff of 16 permanent masters, of whom 13 have taken honours at Oxford or Cambridge, and with a tuition fee of 21*l.* a year, and a boarding fee of 55*l.* a year, with various extras such as three guineas for swimming. The school contains 122 boys over 16, and in the years 1889–93 inclusive, sent 36 boys on to some university, while there are only two boys in the school from elementary schools. It is not very well supplied with scholarships and exhibitions, giving only one of 8*l.* a year

and two of 4*l.* a year, either to boys entering or to boys already in the school, and having only two leaving exhibitions offered annually of about 33*l.* a year to St. John's College, Cambridge. Two of the entrance exhibitions are for Sedbergh boys between the ages of 11 and 14. The 8*l.* a year exhibition covers the tuition fee for boys whose parents have been three years in Sedbergh, in which case the fee is only 8*l.* It is evident that in spite of this arrangement in the Charity Commissioners' scheme, Sedbergh is doing little for the locality as a grammar school, and there is a strong local feeling on this subject. The remarks I have already made with reference to Giggleswick in this respect, apply, in my opinion, with equal force to Sedbergh. This is, of course, one of the first grade schools of the Riding.

Ackworth Friends' School.

Before finally leaving the description of the schools in the West Riding, I should like to say a word or two about Ackworth Friends' School. This institution cannot be regarded as in any way a Yorkshire school. It is a boarding school for the children of Friends from all parts of the world; is governed by a committee representing the whole of the Society, and does not in any way connect itself with Yorkshire education as apart from the rest of the country. It is established in a building originally intended for a foundling hospital, consisting of a large central block with two wings attached. Within the wings of the building are two playgrounds, one for boys and the other for girls, divided by a paved walk, and beyond this lie large gardens, a swimming bath, and fields containing a cricket and football ground. The class-rooms and dormitories are sufficiently large for their purpose, and are well lighted and well fitted, though there is perhaps a want of diagrams, maps, and other apparatus of education. The school has a good laboratory and gymnasium and several workshops for carrying on woodwork, basketwork, and other handicrafts. The teachers of the school are Friends who have been trained in the Flounder's Institute, which was close by, but has now been removed to Leeds. The boys leave at about 16 years of age. No Greek or German is taught; but three hours are given to Latin, four hours to science teaching, seven hours to mathematics, and four hours to English, in the first division of the school, while French is also included in the curriculum.

The teaching of science is remarkably good, the school being free from the necessity of sending in for the science and art examinations, and having worked out for itself an experimental course of instruction, which I give in the Appendix. The drawing is not anything unusual. The defect of all the instruction is, perhaps, that it is not sufficiently connected with outside tests. The teachers themselves have not been at any university, and the boys in most instances are not going on to the universities, so that the school is hardly in close enough touch with external standards of work. On the other hand, this has given them considerable freedom in working out educational experiments, among which one of the most interesting is their system of hobbies. Every year there is an exhibition of work done by the boys—

drawing, painting, basketwork, woodwork, collections of butterflies, botanical collections, &c., &c.; the object being to occupy the leisure of the boys, as far as possible, by finding out a boy's special hobby, and giving him every facility for developing it. While games are played, they are not made the sole means of amusement, as at public schools. This plan seems to work excellently well. The school library is fairly good, but shows traces of the old tradition of the Friends in the exclusion of novels, though fairy story books are admitted. One of the most curious of the customs of the school is the relation of the girls' to the boys' department. They are in two separate halves of the building, each with its own playground, as I have stated, separated by a broad path. The path is neutral territory, and here boys and girls may walk up and down together if they can show any relationship one to the other, which is not difficult in the Society of Friends. Brothers and sisters are allowed every freedom to wander about the grounds together. There can be no doubt that this approach to a mixed school exercises an important influence on the character of the institution, and, in the opinion of those in charge of it, works distinctly for good. It is a little difficult to give expression to the charm of Ackworth School. It is more like a large family, where the masters are the elder brothers of the boys, than like an ordinary school, and the discipline has reached that point when it no longer appears as discipline, and the scholars live above the law. There is an amount of freedom allowed among the pupils, and an absence of rules and restrictions which is very unusual in boarding schools, and is a proof of the excellent relations that exist. It is impossible to go round the school in company with one of the masters without feeling the gentle and humane spirit which everywhere prevails. Possibly this result can only be obtained where all belong to one religious organization, which is itself a small family, and one, moreover, which has been remarkable among other religious sects for self-discipline and gentleness of character. Possibly the more turbulent English school boy could not be ruled by so gentle a hand as those who are the offspring of Friends; and it is, perhaps, somewhat a defect of the school that its special charm is accompanied by a certain monastic seclusion and want of contact with the rougher world without, which may somewhat unfit the Ackworth boys for the struggles of future life. The result, however, is so perfect in its way, and the whole educational influence is so distinctly ethical, and so purely Christian, that one would regret anything that might be done to break in upon the peace of the Ackworth school.

I have now completed my survey of the schools in the West Riding of Yorkshire which, while it has not covered all the grammar schools in the county, and has only dealt with certain selected private schools, may, I think, be taken as giving a fairly typical picture of the existing state of things. It will be noted that I have not attempted to calculate the number of boys who are receiving secondary education, including those in private schools, nor do I regard any calculation of this kind as of much

value, as it is impossible to say how many are receiving their education outside the county. Any attempt to compare such figures with the numbers of those who are supposed to be in need of secondary education contains a double error, as in the first place it is not possible to find out how many are receiving secondary education, and in the second place I know of no method for determining how many ought to be receiving or are requiring secondary education. As far as my experience goes, the number receiving secondary education is a question of supply of schools rather than of demand, and that, specially in the case of second grade modern schools, as is shown by the results of the higher grade movement. It is impossible to put any limit, beyond that of population, to the number of children who may be requiring more than the elementary schools now give in the course of the next 10 or 20 years, so that I must decline to enter upon any attempt to estimate the number of secondary school places required in the West Riding, since the calculation involves a totally erroneous estimate as to the number at present receiving education, and a totally erroneous estimate of the number requiring it.

Summary.

In summing up the results of my inquiry, I shall strive to do so under the headings which were supplied by your Commission for my guidance, as I shall thus best bring together the different conclusions to which I have come. Summary.

No. 1.—*How far there exists in your District an overlapping of the Agencies by which Secondary Education is supplied as between Elementary and Secondary Schools, and Secondary Schools and Local Universities, University Colleges, or Technical Institutions, and how far Secondary Schools intended to be of different types or grades, are, in fact, encroaching upon one another's province or otherwise competing with one another, and what have been the results of such overlapping or competition.*

It is only in the County Boroughs that such overlapping may be said to exist, and I have already shown in my report that I do not consider that at present there is any overlapping of a serious kind, which is likely to injure the education of the district. I presume that while a certain amount of competition between schools is stimulating, and while to a certain extent schools are inevitably doing at certain points the same work, what is meant by cases of overlapping, which is of an objectionable character, are cases where schools are half empty, not owing to any fault of their own, but because the district contains too many schools of the same type, or cases where a school of an inferior type and giving a lower grade of education, is emptying schools giving a higher grade of education, by means of lower fees, large numbers of scholarships, or some such extraneous influence. The town in which there seemed to be the best grounds for suspecting

something of this kind was Leeds; but I think I have shown by my reports on the grammar school, and on the Church middle-class school, that there is no direct evidence of boys having left these schools for the higher grade school, that the higher grade school is in reality supplying an advanced education to large numbers of children belonging to a class which has not had similar opportunities before, and that the internal history and condition of the grammar school and the Church middle-class school, are sufficient to account for the falling off in numbers in them. At the same time I do not deny that the rise of the higher grade schools raises a very important question as to their relation to existing means for secondary education, and while I should deprecate any attempt to limit their development in the future by restricting their work, I have pointed to Bradford as containing the solution of any difficulty that may arise. There, by the giving of scholarships from the higher grade to the first grade secondary schools, so as to enable boys with a special aptitude for scholarship to pass to a first grade school, and thence to the Universities, all ground for complaint is removed. There is, I think, evidence in Leeds, and perhaps also in Sheffield, that the local universities are to some extent competing with the first grade secondary schools, and the low standard of work in the first year of these university colleges shows that entrance examinations should be imposed. With reference to the technical institutions, again, there can be, I think, little doubt that the day schools they have started, while to some extent supplying a want, just as the higher grade schools have done, have competed with other secondary schools and at the same time have not really been properly equipped for the work they have undertaken; and yet, there seems to be sufficient room for them also, if we may judge by the instance of Bradford, if they are made efficient both in the matter of buildings and curriculum. On the whole my opinion is, that there is no serious overlapping taking place at present, and that what does exist can be remedied by introducing scholarships from the higher grade to the secondary schools, and by instituting an entrance examination to the university colleges, and I would point to Bradford as an almost perfect example of an organised city scheme of secondary education.

The extent to which Secondary Education is in your District now supplied by Proprietary and Private (including Preparatory) Schools, and the effect upon the Growth and Development of such Schools on the existence or state of efficiency of Endowed Schools in the same neighbourhood.

No. 2.—There are a large number of small preparatory schools in the West Riding which cannot claim to be in any sense secondary schools. I have, however, in every instance asked the head masters of the grammar schools whether they found these preparatory schools satisfactory, and with the exception of one or two cases where the head master has referred to some special

preparatory school, they have been universally condemned. Of private secondary schools for boys, the number in the West Riding, as far as I have been able to discover, is not large. Within the county boroughs I have mentioned the existence of 12, and outside the county boroughs the returns of the West Riding County Council give the names of eight schools. This is not at all a complete list, as, for instance, in the case of Harrogate, only two private schools for boys are mentioned, while I myself have visited six; and in Doncaster only one is mentioned, while I have obtained the names of three, but the returns may be taken as an indication that the number of private secondary schools for boys in the West Riding is not large, and confirms the truth of the statement which has been everywhere made to me that, under the influence of the revival of the grammar schools, the private schools have tended to disappear and become of less importance, with the exception of boarding schools such as those in Harrogate. If the numbers of boys at the schools mentioned by the County Council is examined, their unimportance will be further exemplified, as they seldom have more than 40 pupil,s while 20 is the common number; and some only have seven.

If we turn to the results of the inquiry by your Commission, the number of private secondary schools for boys in the West Riding does not seem to be large at the present time. The names of 33 schools were obtained by the Commission, and of these 33 schools only 13 made returns. Of these 13 a certain number are probably merely preparatory. One of these 13 is evidently a preparatory school. Returns were also received from eight schools which contained both boys and girls, and which, as far as the boys are concerned, are apparently merely preparatory schools. The number has, therefore, enormously diminished since 1868, when Dr. Fitch states the number of private schools for boys in the West Riding at 147, from which he received 74 returns. If the numbers of boys returned by these schools are examined, it will further be evident that in many cases they have been diminishing n attendance during the last 10 years, thus confirming the conclusions to which I came from personal visits and inquiry, which is that, with the exception of places like Harrogate, where private boarding schools flourish, the private schools for boys in the West Riding are diminishing in number, and are already of small importance in the educational scheme of the county.

What is the actual working and influence of the system of Science and Art grants, particularly in connexion with grants under the Technical Instruction and Local Taxation Acts? (You are not required to procure statistics, as these have already been obtained, but may confine yourself to an examination of the practical effects of the system.)

No. 3.—The payments of the Science and Art Department are made to schools in one of two forms, either a school sends in its pupils or certain subjects and earns the grant on the results of

the examination, or it becomes an "organised science school," when it is required to take subjects in a certain order, and to follow other regulations, while at the same time enabling the school to obtain a capitation grant as well as a grant on results. The regulations for the organised science schools have been modified from time to time, but I shall deal with them as they exist up to the present date, reserving to the end a few remarks on the alterations which have been foreshadowed in Captain Abney's evidence before the Commission.

While every credit must be given to the Science and Art Department for the great work it has done in developing the teaching of science and of art in the country, yet I think it is now sufficiently obvious that their method of assisting schools should no longer be continued on the old lines. In the first place it is evident that it is necessary to consider the education of a child as a whole, and while more prominence may be given to this or that department of knowledge, according to the local conditions, yet it must be injurious to the child if practically all departments of knowledge are ignored except one or two. While schools drew up their general curriculum without reference to the Department and merely took advantage of such subjects as its curriculum contains, and on which a grant could be earned, the general balance of education in the school was not seriously affected, except in exceptional circumstances. But it began to be seen that it was possible to run a school and make it pay entirely by means of grants obtained from the Department, if practically the whole time was devoted to science and mathematics; and though, doubtless, the scheme for an organised science school was an attempt to bring such institutions under some kind of system, yet the outcome of that scheme has been to put a premium on a completely one-sided education. I have given many examples of this, the evil varying in intensity inversely as the educational scruples of those controlling the school in question. On the whole the worst is the Sheffield Technical School, where we find that boys coming fresh from the elementary schools with the loose grip on English which is inevitable in the case of boys of 12, devote 45 minutes a week to English subjects.

It surely requires no demonstration that if a Government Department is prepared to make grants to schools, and if they wish the education, as a whole, of the children to be attended to without unduly emphasising special subjects, they must pay for that education as a whole, and not only for a portion of it. But this is not by any means the only criticism which remains to be made of the system as it has existed up to the present time. It is a long time since educationalists came to the conclusion that payment by results, especially when those results were judged by means of written examination papers, was a pernicious system, and it has now been abandoned in our elementary schools; yet this is the system which has been in force up to the present under the Science and Art Department, though it is now to be modified in their new regulations.

Though it is universally admitted that this method of paying schools is bad, no one who is not familiar with the inside of such schools can tell how bad it is, and it seems impossible to convince those who do not know the facts of the way in which boys are prepared to pass these examinations. It is, for instance, quite a common method to devote a couple of months before an examination to learning off by heart questions set in former papers, with answers to these questions written out by the master. As the day for the examination approaches, the master, who has spent years in the careful study of old examination papers, prepares lists of questions which he thinks are likely to be asked, and the boys learn these off by heart along with the answers to them. By this method a skilful crammer can predict at least two, if not three, questions in the coming paper, and thus go a considerable way to insuring a pass for his pupils. This system is actually carried on in many schools and has proved to be successful, so that it seems unnecessary to condemn at this time of day the methods by which those payments are earned.

There is, however, a further matter to be considered, and that is how far the science subjects, as drawn up by the Science and Art Department, are suitable for school work at all. In the first place it is to be noted that they were originally devised for evening students, and the subjects were so grouped as to enable a teacher to earn grants for 30 lessons within a compact syllabus, and by means of a special examination. This no doubt enabled science classes to be started all over the country in mechanics' institutes and evening schools, while an evening student by careful selection of such subjects could obtain the special knowledge for which he was in search. They were consequently drawn up for the teaching of adults, and without any thought of the slowly developing mind of a child, of the necessity of introducing the first conceptions of science in a gradual manner, or of the importance of regarding any subject introduced into a school rather as a means of mental training and development than as a means of acquiring knowledge. The fact now is that these syllabuses are absolutely unfit to be used in schools, even if merely because they break up science into a series of apparently independent blocks of knowledge, and give a child a completely false conception of the relations of things. Some attempt has been made by the Department to meet this difficulty by alternative courses in physics and chemistry; and though these mark a great advance, and are much more suitable for school purposes than the ordinary courses, they are not popular in schools, because they leave too large a gap between the elementary and the advanced stages of these subjects, and consequently do not enable the master to push on his children so quickly to the earning of an advanced grant.

But we have not even now arrived at the end of the objections to the present system of payment by the Science and Art Department. It is universally recognised by educationalists that if science is to take its place as part of our scheme of education, it can only do so if it can justify its position by the training that it gives

to the mind, and that it can only hope to give a mental training if it is based either on mathematics or on exact and logical experiments in the laboratory. To base it on mathematics is not practicable for young children, and can only be done in the case of certain departments of science. We must, therefore, turn to the laboratory, and by a carefully thought-out series of experiments and measurements justify the teaching of science by tits results in training the child to accuracy of perception and logical thought. It is also necessary that, in deciding where the child's instruction shall begin, we should select those portions of natural knowledge which grow naturally from the object lessons of the infant school, and from the object lessons of every day life, and should begin by dealing with the obvious external properties of matter, rather than those more difficult properties which are involved in such a subject as chemistry, and where the external observation, and the facts which it conveys, are far removed from each other. But how is such a course of experimental instruction to be tested by means of a written examination? The problem is insoluble on present lines, and the Department, while feeling the necessity of practical work for the student, has been compelled to abandon all hope of enforcing the teaching of experimental science, and has had to fall back upon the only subject which lends itself to testing by an examination, namely, qualitative chemical analysis. The result has been the development of an absurd system of teaching experimental science. As it is impossible to expect young children to master all the complexities of qualitative analysis, a few metals and acids have been selected to which the examination is confined, and powders are sent down to the examination centre containing these substances, and the child who can find out what is in the powder passes, while the child who cannot find out, fails. To this has experimental science fallen in English schools! This analytical knowledge, while necessary for the student obtaining a complete course of chemistry, is quite unsuited for a beginner, involves a theoretical knowledge which the beginner cannot grasp, and is quite divorced from the simple lessons which are necessarily being given in the lecture room, while at the same time it involves no measurement or accuracy of manipulation. Moreover, it teaches a child nothing about the physical properties of matter, and is merely a trick, quickly learned and quickly forgotten, which is costing the country an enormous sum in the endowment and equipment of laboratories, and the payment of salaries to teachers. As far as I am aware, no one of any authority defends the system of laboratory instruction, and it has been condemned so repeatedly by schoolmasters and men of science that I feel ashamed to repeat the stale old arguments once more; but it is necessary to insist that it is impossible to test the teaching of experimental science by means of examinations by a central body, and that this absurd system is not the fault of the Science and Art Department so much as it is the inevitable and logical outcome of the attempt to support science teaching in schools by means of grants paid on the results of

examinations. We may say, then, that in the first place the tendency of the present system is, first, to give a one-sided character to the education of the children, and that this is specially marked in organised science schools; second, that it results in a system of cramming of the very worst kind; third, that the syllabuses for instruction are unsuited for the education of children; fourth, that even if this difficulty was overcome, there remains the insuperable difficulty of obtaining or insuring sound instruction in the laboratory on payments made by a central body on the results of examinations.

With reference to the relation of the County Council grants to those of the Science and Art Department, the only point where they come in contact is in the subject grants which are made to day schools and evening classes. The County Council makes its grants as capitation grants, and where the subject is one which comes within the elementary stages of science subjects in classes eligible for aid by the Department of Science and Art, a deduction, equivalent in a day school to a quarter of the total number of students in attendance, and in an evening class to one-sixth of the same, is made from the total number of students claimed on. They have also, as I have stated in my description of their work, attempted to modify the outcome of the Science and Art Department's system by encouraging practical courses in science, and the teaching of design in art. In the case of the county boroughs there is no point where their system of grants comes into touch with that of the Science and Art Department, as they make their grants either in the form of lump sums to different institutions, or of scholarships.

I have dealt with the methods of the Science and Art Department, as they exist up to this date, but their new proposals for dealing with organised science schools by paying the grant for the first year on the results of inspection, by increasing the capitation grants, and by arranging for an inspection of the literary side of the school, will result, as far as I can judge, in a scheme for endowing second grade Secondary Education generally by Imperial grants, and will probably result in the removal of the objections which now prevent good secondary schools from becoming organised science schools.

It will be necessary, however, to see the system working in detail before it can be properly judged.

No. 4.—*What are the places in which the supply of Secondary Education in your district appears to be most deficient, and in what type or grade of Secondary Education is such deficiency most marked? You will have special regard to the difficulties arising from sparse population and want of means of communication; and you will endeavour to obtain and embody in your report a statement of local opinion as to the best method of remedying such deficiencies as are admitted to exist.*

I have already pointed out that Huddersfield requires a first grade school, which, with the higher grade school, if the technacal

school is put on a proper footing, should supply all that is necessary. A second grade school might also be started in Sheffield in the neighbourhood of the present higher grade school, to take over the work of the junior department of the day technical school. In the county itself there is need of a good second grade school at Goole, at Selby, and possibly at Harrogate, for the south-western part of the county. The mining and manufacturing portions of the county are, I think, sufficiently supplied with schools, though some of them require developing by means of additional funds; and so on, as I have pointed out in certain cases. The mining villages are not doing what they ought in the way of higher education, but they are within reach of good secondary schools, and probably require development by higher departments in the elementary schools. But, though the greater part of the county is so well supplied with endowed secondary schools, and little in the way of additional schools is necessary, there is a complete absence of secondary education in the north and north-west of the Riding, with the exception of the little that Sedbergh and Giggleswick and High Bentham are doing in this direction for their localities. I have already described at some length the destitution of this district, and how it is impossible to expect, even if secondary schools were planted in the district, that boys can attend those schools in a mountainous country without railways. I have, therefore, to propose that an attempt be made to apply to this district the methods which have proved so successful in dealing with similar districts in Scotland. It is a matter of notoriety that for many years the Scottish system has been remarkably successful in enabling boys of the poorest classes to obtain, where worthy of it, a secondary and ultimately a university education. This has been largely due to the democratic lines upon which the Universities of Scotland have been organised, and this has already been recognised in England, as all our recent Universities and university colleges have been organised in imitation of the Scotch universities rather than of Oxford and Cambridge. This part of the work has therefore been done; and the development and democratisation of secondary education will supply, and is supplying, a great part of what is now wanting; but there is one part of the Scotch scheme of education, in so far as it applies to certain counties, of which the people of England are curiously ignorant, and which is peculiarly adapted to deal with rural districts. There is a trust known as the Dick Bequest, which is expended upon the rural public schools of Aberdeen, Banff, and Moray, with special reference to the higher instruction in them. The annual value of this trust fluctuates from year to year, but may be placed at, approximately, 4,000*l.*, and it is distributed among some 130 schools, making the average grant for each school about 32*l.*, so that the scheme cannot be said to involve the expenditure of large sums of money, and it remains to explain the conditions under which the money is expended, and the results which are obtained. The general principle upon which this money is administered is that of making grants to elementary

schools on the results of inspection by the trust's own Inspector, but there are special conditions under which this grant is made which are of the utmost importance. In the first place, the grant is made for the purposes of *higher* instruction alone, and it is the business of the inspector, while looking to the general efficiency of the school, to examine those pupils who are presented by the master as receiving higher instruction. This higher instruction includes such subjects as Latin, Greek, mathematics, modern languages, elementary mechanics, physics, chemistry, or natural science, and the grant is made in the form of a fixed payment of 15*l.* a year, together with a capitation grant for every child who is receiving instruction in these higher subjects, the whole capitation grant not to exceed the sum of 35*l.* in addition to the fixed sum of 15*l.* It is also required that the master obtaining these grants shall either be a university graduate or shall have passed an examination conducted by the examiners of the trustees of the Bequest; that the teaching staff shall be sufficient to meet the requirements of the code up to and including the fifth standard without the head master, or such other master as may be specially appointed for the purpose of giving higher instruction in schools having an average attendance of 150 or more, while for schools having less than an average attendance of 150 the staff must be sufficient to meet the requirements of the code after a deduction of 30 from the number of the average attendance. Furthermore, that grants shall not be applied in the relief of any expenditure which the school board might reasonably expect to incur out of the school fund. There is also an arrangement for making special grants to assist schools for which the regulations are similar. It will be seen, therefore, that this grant takes the form of a distinct addition to the master's income over and above what he receives from the school board, and that the clause which requires that the grant shall not be applied in relief of any expenditure which the school board might reasonably expect to incur, enables the trustees of the bequest to satisfy themselves that the master is already paid a sufficient salary, and that their grant is added to that salary, and is not made an excuse for under-paying the master. Furthermore, the payment is for teaching which is of a secondary character, and is given on the results of inspection and also in the form of a capitation grant. I have not the latest results of the scheme, but it may be sufficient to show what was done in the year 1889. 121 schools, with a total of 20,988 scholars enrolled during the year, had 1,071 studying mathematics, 1,684 studying Latin, 236 studying Greek, and 948 studying French or German. At this date the schemes for teaching science had not been introduced. These results were obtained by an expenditure of 30*l.* 8*s.* 2*d.* on an average to each schoolmaster. If the examination papers of the trust are looked at, it will be found that the amount taught of these subjects is not at all to be despised, and as a fact the education is carried sufficiently far to enable boys to take bursaries at the Scotch universities. Accordingly, we have here a scheme which for a very

moderate expenditure enables us to introduce higher education into the remotest country districts, to give every child in those districts a chance of a university education, and by raising the general standard of education to enormously benefit the country villages themselves; for every boy who leaves the village for the university there are hundreds who remain, and by their higher education raise the standard of intelligence and cultivation among the people themselves, so that, as it has been said by one who knows Scotland well, the children that remain in the village after passing through this higher education, are perhaps of more value to the country than those who by means of the system go to the universities. Surely a scheme of this character is well worth a trial in England. It cannot be regarded as requiring a large expenditure of public money for the results obtained, and it is the only way to supply a very large area of England with anything more than an ordinary elementary education. The West Riding is an exceptional county in this respect. I doubt if there is another county in England which has both so many grammar schools and so complete a network of railways, and yet in spite of that fact we find that even in the West Riding itself there is a large district which cannot be dealt with by means of scholarships and railway fares, and whose needs can only be met by the development of the elementary village school.

Where voluntary schools had to be dealt with it would probably be necessary to have very much more stringent conditions as to the payment of the grant, and to require, as is done under the Dick Bequest scheme, that certain minimum salaries must be paid, and that a dwelling-house of a certain value must be supplied for the master before a grant can be obtained from the trust. There is, of course, the difficulty that the elementary schools in the country districts are largely voluntary schools, but I do not see why that should stand in the way of a grant of this kind under proper restrictions, and with every precaution to prevent the money being merely used to relieve local subscriptions.

No. 5.—*What are the causes which have, in some places in your district, led to the decay and inefficiency of Endowed Schools, and what steps can be taken to deal with these causes, and restore those schools to efficiency?*

In the return for 1892 of the Charity Commission of endowed schools in England, there are given 77 endowed schools in the West Riding. Of this number, 49 are stated to be grammar schools as defined by the Charity Commission, while at the present time, taking the list prepared by the West Riding County Council as our standard, there are of endowed schools in the West Riding, to which it is making grants and regards therefore as secondary schools, 24. To these must be added the grammar schools of Giggleswick and Sedbergh, and of Rishworth, the girls' grammar school at Skipton, and the grammar schools in Bradford, Halifax, Leeds, and Sheffield, with the grammar schools of

Almondbury, Longwood, and Farnown, and the little endowed school of Grace Ramsden, Elland. Beyond these, I do not know of any others in the county which can claim to be doing secondary work. This makes the total of endowed grammar schools doing secondary work at the present day 36.

It is interesting to compare this figure with that given by Dr. Fitch, who gives 29 as the number of endowed schools in 1868 which were giving something in the way of secondary education. This figure includes St. Peter's, York, thus making the number for the West Riding, 28.

These figures seem to show a distinct increase in the number of endowed grammar schools which are really doing secondary work since 1868, and though the increase is small, it must be remembered that it does not at all represent the great development which has taken place of schools which just come within the definition of secondary schools in 1868, and have developed since. For instance, Bradford Grammar School, Wakefield Grammar School, Giggleswick, and Sedbergh Grammar School, are not mentioned as among those in which ample provision is made for teaching higher subjects, only Leeds, York, and Doncaster being mentioned by Dr. Fitch.

Furthermore, if we take the typical schools to which he refers, of Bradford, Bingley, Keighley, Skipton, Giggleswick, and Sedbergh, he states that "at this moment it cannot be said that the "whole six schools are imparting to 20 boys preparation for uni- "versity life, or are giving, in any sense, a classical education to "50 scholars." At the present day, Bradford alone can show a much larger amount of work than this being done. The increase in the standard of education has been accompanied by an enormous increase in the numbers attending the schools. In 1868, Bradford Grammar School had 42 pupils, it has now got 420; Bingley had 25, it has now 54; Keighley had 42, it has now 240; Skipton had 36, it has now 120; Giggleswick had 37, it has now 163; Sedbergh had 13, it has now 201: the total number of boys in the 29 schools, including St. Peter's, York, was in his time 1,836, whilst the total number now in attendance at the 36 schools of the Riding is 3,597. These results are, I think, sufficient to show that we cannot say that grammar schools as a whole in the West Riding have shown a tendency to decay, but, on the contrary, there has been a slight increase in the number of those supplying a secondary education; there has been a marked improvement in by far the larger number of those that were included as secondary schools by Dr. Fitch, both in school buildings and curriculum, while the number of first-grade schools has increased from three (including St. Peter's, York) to eight, and the numbers attending endowed secondary schools have enormously increased. Consequently my answer to this question must be, that the last 30 years far from seeing the decay of the grammar schools, has led to their improvement. At the same time there remains a large number of endowments in the country, which are merely being used as a relief to the subscriptions to

voluntary schools, and which should be devoted, where a secondary school is not required, to paying for some higher or special education, possibly of a technical character, in these elementary schools.

To deal with the question of these endowments would require a special inquiry; but I have heard enough to convince me that they are at present being practically wasted, and a reference to the Charity Commissioners' returns will show what a large sum of money there is here, which might be rescued for the purposes of higher education.

With reference to the question of how some organisation for secondary education might be established, I shall give briefly the results of my inquiries and discussions, in so far as they go, without pretending that they at all settle some of the more difficult problems, the views of those interested in education in the West Riding being merely of a general character, and no one having attempted to think out details. The following opinions, however, come out pretty clearly:—

1. That the county boroughs must control there own secondary education.
2. That the controlling body be primarily the town council.
3. That the work be carried out by a committee of the town council, which should be required to co-opt members who represent educational interests.
4. That the school board be represented on this committee.

The delicate question of whether the power of raising a rate should lie in the hands of the county council, or whether this committee should have the power given to a school board of stating what rate they require, this being then merely collected by the town council authorities, is one upon which I have obtained no direct information, though I am myself disposed to think that public opinion is not sufficiently advanced on Secondary Education to accept a scheme in which the committee of the town council should have the same rating powers as a school board. Under a scheme of the character indicated the higher-grade schools would come under the general control of the committee, in so far as they were secondary schools, and in the same sense as other secondary schools, the school board being regarded as the governing body of the school. At present in the higher-grade schools, the work above the seventh standard is not directly supported out of the rates, though buildings, a portion of the salaries of teachers, the equipment, and so on, are paid for out of the rates on the assumption that it is necessary to have these things for the boys in the standards, while the secondary department is supported by an imperial grant from the Science and Art Department, as an organised science school. As I have shown elsewhere, the existing scheme for organised science schools is bad, while, on the other hand, the proposed new scheme, as given in Captain Abney's evidence, may be regarded as a complete plan for the support of second-grade secondary schools out of imperial grants, and I

see no reason why large numbers of secondary schools, which regarded the old type of organised science school with dissatisfaction, should not at once convert themselves into the new type of organised science schools.

It is evident, therefore, that this scheme of the Science and Art Department will come directly athwart the local organisation of Secondary Education, and, unless some limit is imposed, will probably involve the Imperial Exchequer in an enormous expenditure. It would probably, therefore, be better, as part of the scheme for Secondary Education, to put a stop to the formation of organised science schools, and for the Imperial Exchequer to commute for the existing schools, by payments for a certain period to the local authorities.

In the county the following conclusions have been fairly universally arrived at:—

1. That the County council be the authority for Secondary Education.
2. That a committee of the county council which must co-opt certain representatives of education have charge of the work.

Here, also, the delicate question of the authority with whom the rating power is to reside is left unsettled.

With reference to the powers of these local authorities, it is suggested that they should have the right to inspect all schools, whether endowed or private schools, and should be able to institute scholarships, make grants to schools, and set up new schools where they may be required.

There is one point of importance in connexion with the inspection of schools which applies more especially to private schools, and that is the existence of schools in an insanitary state, and suffering from over-crowding. I understand that the local sanitary authority has power to deal with private schools, as private houses. It would, therefore, probably be sufficient for the Secondary Education Inspector to report cases to the local sanitary authority of insanitary and over-crowded schools, though it would probably be as well to have the number of cubic feet of air space for each scholar which is to be regarded as the minimum defined, so as to give the local authority no excuse for not acting in cases of over-crowding.

I have obtained no opinions of any value on the question of the Central Authority or its relation to the local authority, though I have been driven to the conclusion that the inspection upon which the grants to the schools are paid should be done by inspectors appointed by the local authorities themselves, though this of course does not preclude the central authority from also having its own staff of inspectors for special purposes.

In concluding my report, I may say that the general impression made upon me by the inquiry into the condition of Secondary Education in the West Riding is that the future of education in

this county is full of hope, and that an enormous development has taken place since the time of the report by Dr. Fitch, both in the development of the grammar schools themselves, and in the growth of the higher grade schools and University colleges. The three obvious defects at the present time are the want of training in principles, practice, and methods of education among the secondary school masters, the unsatisfactory nature of the science teaching, with one or two exceptions, and the absence of stimulating instruction in art; but this is not all. The inhabitants of the West Riding are an intensely practical and business-like people, and in the hurried development of great industries they have not paused to consider those wider aspects of education, which do not deal only with the curriculum in schools, but include the whole environment in which the child grows. The result has been to develop conditions of life in these great manufacturing towns which must sooner or later become intolerable to the people dwelling within them. Meanwhile, the industrial struggle has probably deteriorated the physical and moral fibre of the race. Consequently, those responsible for education, both in the elementary and secondary schools, have on the one hand to raise the standard of morality and of honesty in the future citizens of the West Riding, and, on the other, so to develop their intellectual faculties and social virtues as to enable them to force the enormous changes which must be brought about in the conditions of life for the masses of the people, if our existing civilization is not to end in disaster. The task before them is, therefore, a great one; and in an age which is so busy providing means and machinery, educational and other, that it is apt to forget ends, there is a special need to direct the attention of teachers and organisers once more to the final aim of an educational system—the production of good citizens who will rise to the demands of a higher and more sensitive social life.

I am, &c.
(Signed) A. P. LAURIE.

The Secretary,
Royal Commission on Secondary Education.

WESTMORLAND

NORTH

YORKSHIRE

SEDBERGH
GARSDALE
DENT
BUCKDEN
INGLETON
HORTON IN RIBBLESDALE
HALTON GILL
LITTON
ARNCLIFFE
MALHAM MOOR
STONEBECK UP
STONEBECK DOWN
KETTLEWELL WITH STARBOTTON
CONISTONE WITH KILNSEY
FOUNTAINS EARTH
GREWELTHORPE
KIRKBY MALZEARD
LAVERTON
RIPON
SKELDON
GRANTLEY
EAVESTONE
SAWLEY
HIGH AND LOW BISHOPSIDE
PATELEY BRIDGE
BEWERLEY
WARSILL
HARTWITH CUM WINSLEY
DACRE
THORNTHWAITE WITH PADDOCK
THRUSCROSS
FELLISCLIFFE
HAVERAH PARK
BLUBBERHOUSES
CLIFTON WITH NORWOOD
TIMBLE GREAT
BEAMSLEY
DENTON
ASKWITH
LINDLEY
FARNLEY
WHARFEDALE
ILKLEY
BURLEY IN WHARFEDALE
OTLEY
POOLE
MENSTON
GUISELEY
CARLTON
BRAMHOPE
HAWKSWORTH
ESHOLT
BAILDON
SHIPLEY
EAGLEY
HORSFORTH
CALVERLEY WITH FARSLEY
BRAMLEY
PUDSEY
THORNTON
CLAYTON
BOWLING
NORTH BIERLEY
OVENDEN
NORTH BIERLEY
SHELF
WIKE
CLECKHEATON
GOMERSALL
DEWSBURY
MIRFIELD
THORNHILL
LOWER WHITLEY
HEPTONSTALL
STANSFIELD
TODMORDEN
ERRINGDEN
LANGFIELD
SOWERBY
HALIFAX
SOYLAND
BARKISLAND
STAINLAND
ELLAND CUM GREETLAND
RASTRICK
SOUTHOWRAM
CLIFTON
SKIRCOAT
NORLAND
FIXBY
LINDLEY CUM QUARMBY
LONGWOOD
GOLCAR
ALMONDBURY
RISHWORTH
SCAMMONDEN
SLAITHWAITE
LINTHWAITE
MARSDEN IN HUDDERSFIELD
SOUTH CROSLAND
FARNLEY TYAS
KIRKBURTON
LEPTON
HONLEY
SHELLEY
SHEPLEY
HUDDERSFIELD
ALMONDBURY
NETHER THONG
SADDLEWORTH
UPPER THONG
AUSTONLEY
CARTWORTH
WOOLDALE
FOOLSTONE
DENBY
CUMBERWORTH
CUMBERWORTH HALF
HEPWORTH
HOLME
THURLSTONE
PENISTONE
LANGSETT
CHESHIRE
BRADFORD
ECCLESHILL
KEIGHLEY
WEST KEIGHLEY
WILSDEN
HAWORTH
WADSWORTH
KEIGHLEY AND MICKLETHWAITE
BINGLEY
STEETON WITH EASTBURN
MORTON (EAST & WEST)
SUTTON
COWLING
KILDWICK
COLNE
FARNHILL
CONONLEY
GLUSBURN
SILSDEN
BRADLEYS BOTH
ADDINGHAM
EMBSAY WITH EASTBY
BOLTON ABBEY
HAZLEWOOD WITH STORRITHS
STIRTON WITH THORLBY
DRAUGHTON
SKIPTON
BARDEN
HETTON
LINTON
THORPE
THRESHFIELD
GRASSINGTON
HEBDEN
HARTLINGTON
APPLETREEWICK
CONISTON COLD
BANK NEWTON
MARTON IN CRAVEN
BROUGHTON
THORNTON IN CRAVEN
BRACEWELL
COATES
HALTON WEST
SWINDEN
NAPPA
TOSSIDE
WIGGLESWORTH
HELLIFIELD
LONG PRESTON
RATHMELL
LAWKLAND
GIGGLESWICK
SETTLE
LANGCLIFFE
STAINFORTH
AUSTWICK
MALHAM
KIRKBY MALHAM
SCOSTHROP
OTTERBURN
HANLITH
CALTON
FLASBY WITH
EARBY
GARGRAVE
BORDLEY
CRACOE
RILSTON
EASINGTON
GISBURN FOREST
PAYTHORNE
FOREST OF BOWLAND (HIGHER DIVISION)
FOREST OF BOWLAND (LOWER DIVISION)
NEWTON IN BOWLAND
EASINGTON
SLAIDBURN
BOLTON BY BOWLAND
GRINDLETON
SAWLEY
RIMINGTON
WEST BRADFORD
WADDINGTON
BASHALL EAVES
BURTON IN LONSDALE
THORNTON IN LONSDALE
CLAPHAM CUM NEWBY
BENTHAM
LANCASHIRE
River Ribble
L. & N.W.R.
M.R.
M.S. & L.R.Y.
G.N.R.
L. & Y.R.

References

- County Boroughs
- Non-County Municipal Boroughs
- Technical Instruction Centres
- Villages
- Technical Instruction District Boundaries
- County Boundary
- Parish Boundary
- Railways
- Abutting Counties
- Riding Boundary

MAP
of the
WEST RIDING
of
YORKSHIRE
SHEWING THE TECHNICAL INSTRUCTION CENTRES AND AREAS OF THE WEST RIDING COUNTY COUNCIL.

Scale of this Map 4 Miles to 1 Inch.

WEST RIDING (Det.)
RUNWICK WITH HOWGRAVE (Det.)

WEST RIDING

EAST RIDING

NOTTINGHAMSHIRE

LINCOLNSHIRE

SHIRE

CITY AND COUNTY OF THE CITY OF YORK (See Enlarged Sketch)

EAST RIDING (Det.) KNEDLINGTON (Det.)

N.E.Ry. G.N.Ry. G.N.& G.E.Joint Ry. M.S.& L.Ry. H.B.& W.Bird Junc.Ry. L.& Y.Ry. M.R.Y.

APPENDIX.

POPULATION of Technical Instruction Districts including their County Boroughs.

The Woollen District.—Approximately.	
Leeds District	47,266
Northbierly District	113,132
Keighley District	72,003
Dewsbury District	164,576
Wakefield District	111,432
Halifax District	95,557
Huddersfield District	93,661
Todmorden District	40,640
	738,267
Leeds Town	367,505
Bradford Town	216,361
Halifax Town	89,832
Huddersfield Town	95,420
	769,118
Total	1,507,385
Steel and Coal.—Approximately.	
Barnsley District	98,447
Rotherham District	12,159
Peniston District	12,251
	122,857
Sheffield Town	324,243
Total	447,100
The North West District.—Approximately.	
Settle District	23,408
Skipton Town and district	38,944
	62,352
Eastern Agricultural District	428,094

GIGGLESWICK SCHOOL.

Outline of Work done in Physical Science in the Upper School.

In the upper and lower third forms, boys begin upon what may be described as the study of common things. They spend two hours a week on physiography, and two hours upon the physics and chemistry of air, water, &c.

In physiography, the work is based on "Geikie's Elementary Lessons in Physical Geography," and a two years' course enables a boy to get through most of the book.

The other science work begins with "Worthington's Practical Physics, Part I. (Measuring and Weighing)," and includes the earliest chapters of Mills' "Alternative Elementary Chemistry." The work is from the beginning largely practical, about half the time being spent in the laboratory. In the fourth forms two hours a week are given to chemistry and two hours to physics, all the work in physics being

done in the physical laboratory; this work begins with the measurement of volume, and includes the experimental determination of the specific gravity of solids and liquids. Experiments are made to illustrate the principle of Archimedes, and the conditions of flotation; the construction of a barometer is shown, and "Boyle's Law" is verified. The experiments worked through are mainly those in Worthington's "Physical Laboratory Practice," up to the end of Part III.

The chemistry of the same forms includes carbon, chalk, lime, carbonic acid gas, coal, coal-gas and flame, sulphur and its compounds, sulphuric acid, common salt and chlorine, more particularly the work of the upper fourth deals with acids, bases and salts, ammonia, clay, and the more important metals, and some of the more important organic substances. The same book, Mills' "Alternative Elementary Chemistry," is used as a text book.

In the lower fifth form more time is devoted to science. Two hours a week are given to elementary mechanics treated in a more mathematical manner, and two hours to practical work in mechanics and heat, the experiments (performed by the boys themselves) mainly following the list given in the "Physical Laboratory Practice." Two hours are given to the theory of chemistry, the subject being attacked *de novo*, and two hours a week to practical work in the chemical laboratory; the work includes the chemistry of oxygen, hydrogen, chlorine, nitrogen and their compounds, and the course of instruction in Remsen's "Inorganic Chemistry," pp. 1–167 is followed pretty closely.

In the upper fifth the work in mechanics and hydrostatics is continued, and practical work in magnetism and electricity is commenced; the chemistry of the rest of the non-metallic elements is dealt with theoretically and practically. The same amount of time is given to the subject, and Remsen's book is prepared up to page 282.

In the sixth form one hour a week more is given to physical science, and opportunities are afforded for special and voluntary work. The ordinary course includes the chemistry of salts and the chief metallic compounds, and the principles of qualitative and quantitative analysis; the books mainly used being Remsen's "Inorganic Chemistry," pp. 282–382, and "Fenton's Analysis."

In physics a year's course in electricity and magnetism alternates with a year's course in light and heat. The time is equally divided between theoretical and practical work, a course of experiments in all the subjects being specially devised. The books chiefly used are Dexhanel's "Physics." "Elementary Lessons in Electricity and Magnetism" by Silvanus Thompson, "Practical Physics," by Glazebrook and Shaw, and "Elementary Practical Physics, II., Electricity and Magnetism," by Stewart and Gee.

More advanced work in inorganic chemistry, and some organic chemistry is done by a few boys.

Lesson and Laboratory Work at Ackworth School.

Boys, 2nd class. A. *Theoretical.* *See* Girls, 2nd class. Two hours per week during six months.

B. *Practical.*

(1.) *Measurement* (of length, area, &c.).

(*a.*) Making a 20 c.m. rule on paper; fasten to wood, size and varnish.
(*b.*) Measurements of areas and lengths on the decimal system.
(*c.*) Ratio between circumference and diameter of a circle, both with "paper-slip" measuring and with "half crown" method (opisometer).
(*d.*) Of volume.

(2.) *Weight.*

The French system: gram, &c.
Exercises: To find weight of 1 cc. of different kinds of wood given blocks of known weights.

(3.) *Density.*

Explanation of relative density with examples; especially comparison of weights of 1 cc. of substances. Explanation of *specific gravity* (density relative to water): the hydrostatic balance.

Exercises (1.) Specific gravity of a copper cylinder, steel cylinder, pebble, glass stopper.

The *relative density* or *specific gravity bottle*, its use, &c.:

(2.) Specific gravity of shot and broken glass by specific gravity bottle, specific gravity of stopper, specific gravity of a liquid-salt solution, confirm by displacement method with copper cylinder.

Graphic representation of relative density by perpendicular lines at equal distances apart.

(4.) *Thermometers.*

Exercises.—Fahrenheit and Centigrade, conversion from one scale to another; comparison between a Fahrenheit and Centigrade thermometer by taking readings on both placed in a vessel of water at different temperatures and converting. *Rate of cooling* the thermometers placed in boiling water; lamp removed and readings taken every half minute for 10 minutes—

(*a*) When vessel was unprotected from draughts, &c.

(*b*) when vessel was protected by an outer non-conducting vessel.

Graphic representation of rate of cooling. Engineers curve paper ruled in squares was given out and curves drawn in the usual way, *temperature* and *time*. Hence the weather chart was explained.

Capacity for heat (a general lesson was given in which the boys did not actually perform the experiments themselves on account of the apparatus being not sufficiently numerous). Comparison between Fe, Zn, and Pb with paraffin wax. Experiments were performed and examples worked (numerically) by the class showing the specific heats of one or two substances with water.

Experiments to illustrate the terms:

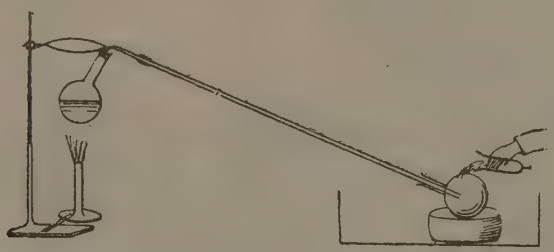
Solution, solvent, saturated solution, &c.
Suspension.
Decantation.
Filtration, residue filtrate.
Evaporation.
Precipitate
Crystallization.

Distillation:

Evaporating.
Condensing.

Explanations.

Tap water was distilled by each pair of boys working together in the following way:—



This apparatus was simple and effective. Glass tube bending and cork boring, &c., were introduced, and a whole lesson given to the former.

The difference between "tap" and distilled water was shown in several ways.

Action of heat on (observation and description):

1. Platinum wire.
2. Sand (heated in the bowl of a tobacco pipe).
3. Common salt (in bowl of tobacco pipe).
4. Iron filings (in bowl of tobacco pipe).
5. Copper filings (outside the bowl open to air).
6. Lead (in bowl of tobacco pipe).
7. Tin (in bowl of tobacco pipe).
8. Magnesium wire.

In making notes on these experiments the arrangement was for each experiment:—

(*a.*) Appearance and properties of substance given.
(*b.*) What happened during heating.
(*c.*) Appearance, &c. after heating.

The use of the blowpipe (mouth) was introduced here and the *continuous blast* shown and practised.

Action of heat (differences in *weight* before and after heating):

Experiments performed in a capsule of porcelain over the blowpipe.

(1.) Sand.
(2.) Iron.
(3.) Chalk (powdered).
(4.) Charcoal.

The problem stage (experiments shown to but not done by class). *See* 2nd class girls.

A course of practical work for each boy to do is now in preparation continuing the above mainly based on Professor Armstrong's scheme.

Boys, 1st class (four hours per week).

The boys in this class are supposed to have passed through the 2nd class, and have therefore had an introduction to chemical study.

A. *Practical work*:—

(*a.*) The preparation of the gases and study of substances thereby introduced.
(*b.*) Acids, bases, salts.
(*c.*) Dry analysis (qualitative).
(*d.*) Wet analysis and separations. Fractional distillation.
(*e.*) Simple quantitative work (for a few of the more advanced if time permitted).

B. *Theoretical work*:—

The non-metallic elements.
Meaning of chemical equations.
Simple arithmetical chemistry.

Girls, 2nd class (one hour per week):

Simple lessons on the following subjects treated in the light of *problems* by aid of numerous experiments:—

a. Heat (expansion, capacity for, conduction, &c., &c.).
b. Air and burning in air.
c. Charcoal and charcoal gas.
d. The composition of water.
e. A candle and its flame.
f. The barometer.
g. Clouds, dew, &c.

Girls, 1st class (two hours per week):

A. *Practical work*: the preparation of the gases, acids, bases, salts.
B. *Theoretical work*: the non-metallic elements.

(Signed) Samuel E. Brown, B.A.,
Science Master,
Ackworth School.

Halifax Higher Grade Board School, 1894–5.

Occupations of Parents of Children in the Science School.

26	*Managers and Foremen.*		*Tradesmen*—cont.
	4 Worsted spinners.		1 Corn merchant.
	1 Saddler.		1 Hairdresser.
	1 Brace and bit maker.		1 Upholsterer.
	1 Wine and spirit merchant.		1 Cloth merchant.
	2 Cotton mills.		1 Leather merchant.
	1 Woollen spinner.		1 Pawnbroker.
	2 Dyers.		1 Wool and waste dealer.
	1 Wool warehouse.		
	1 Timber yard.	22	*Manufacturers.*
	2 Jewellers.		1 Wool carder.
	1 Lithographer.		3 Wool staplers.
	1 Painter.		4 Woollen manufacturers.
	1 Coal Merchant.		1 Woollen spinner.
	1 Carter.		2 Worsted manufacturers.
	1 Tailor.		2 Brassfounders.
	1 Mason.		1 Bunting manufacturer.
	1 Shipbuilder.		1 Dyer.
	1 Cloth presser.		1 Carriage builder.
	1 Iron works.		1 Blanket manufacturer.
	1 Manufacturing chemist.		1 Boot and shoe manufacturer.
			1 Brace and belt manufacturer.
30	*Artisans and Labourers.*		
	5 Mechanics.	20	*Professional Men.*
	4 Carpenters and joiners.		5 Ministers of religion.
	3 Shoemakers.		3 Dentists.
	2 Carters.		3 Music teachers.
	2 Plasterers and slaters.		2 Architects.
	2 Tool makers.		2 Accountants.
	1 Coppersmith.		2 Journalists.
	1 Lock keeper (canal).		1 Doctor of medicine.
	1 Labourer.		1 Registrar of births and deaths.
	1 Mason.		1 Schoolmaster.
	1 Ironmoulder.		
	1 Painter.	53	*Miscellaneous.*
	1 Piano remover.		14 Clerks and bookkeepers.
	1 Sawyer.		12 Widows with small means.
	1 Tailor.		8 Commercial travellers.
	1 Weaver.		5 Builders and contractors.
	1 Wire drawer.		2 Detectives.
	1 Whitesmith.		2 Gentlemen.
38	*Tradesmen.*		2 Wool buyers.
	4 Publicans.		1 Attendance officer.
	5 Grocers.		1 Caretaker of school.
	4 Chemists.		1 Farmer.
	3 Confectioners.		1 Excise man.
	3 Drapers.		1 Commission agent.
	2 Bakers.		1 Market gardener.
	2 Fish salesmen.		1 Sergeant, 54th Foot.
	2 Coal merchants.		1 Station-master.
	2 News agents.		
	1 Butcher.		

Notes.

(*a.*) There is a tendency among children to magnify the father's standing. For instance, while some of the persons put down as "Manufacturers" are really well-to-do, others are workmen who have recently "set up for themselves" and are in a precarious position. The foremen are, of course, artisans of the better sort. The shopkeepers are mainly the small ones.

(*b.*) These figures have reference only to the children of the science school. I think it is probable that the figures in the elementary school would appear pretty much the same.

William Dyche, Head Master

HALIFAX HIGHER BOARD SCHOOL, 1894–5.

Ages of Children in Science School.

Class.	Number of Children.	Average Age at beginning of Year.	Average Age at end of Year.	Number over 15 Years at beginning of Year.	Number over 15 Years at end of Year.
		Yrs. Mths.	Yrs. Mths.		
Third year - -	19	14 9	15 9	4	11
Second year (*a.*) -	31	13 8	14 8	2	12
Second year (*b.*) -	27	13 7	14 7	1	7
First year (*a.*) -	36	12 10	13 10	1	2
„ „ (*b.*) -	35	12 9	13 9	—	—
„ „ (*c.*) (girls)	43	13 5	14 5	4	11
Totals - -	191	—	—	12	43

NOTES.

(*a.*) All these 191 children have signed an agreement to stay a whole year or forfeit average grant earned. Last year only two left out of 175.

(*b.*) At the end of the year 43 will be 15 years old and upwards, and of these 12 will be over 16.

(*c.*) The average age of the girls is rather higher than that of the boys. This is partly due to temporary causes and partly to the fact that those girls who will stay at home are more able to stay an extra year than their brothers who will have to go to work.

(*d.*) The increase in average age is less than one year in passing from the first year to the second and from the second to the third. This is because the oldest tend to leave at the end of each year. It is the younger pupils who most readily stay on for another year.

RETURN of Number of Boys and Girls who left the Upper Standards of the SHEFFIELD CENTRAL HIGHER BOARD SCHOOL in the year ending 31st May 1894 to follow the under-mentioned occupations.

—	Boys.	Girls.	—	Boys.	Girls.
Clerk - - -	43	1	Butcher - -	4	—
Electrical engineer -	2	—	Iron roller - -	1	—
Machine drawing office -	10	—	Cutler - - -	1	—
Stamp maker - -	1	—	Telegraph boy - -	1	—
Pupil teacher - -	12	45	Errand boy - -	5	—
Timekeeper - -	1	—	Mason - -	2	—
Grocer - - -	2	—	Fruiterer - -	1	—
Land chair maker -	1	—	Draper - -	3	—
Typefounder - -	2	—	Printer - - -	1	—
Lancet maker - -	1	—	Brass finisher - -	2	—
Chemical laboratory assistant.	3	—	Plumber - -	3	—
			Telephone office - -	1	—
Engraver - -	1	—	Cash boy - -	1	—
Rope and twine maker -	1	—	Die sinker - -	1	—
Druggist - -	1	—	Pawnbroker - -	2	—
Science apparatus maker	1	—	Accountant - -	1	—
Wheelwright - -	1	—	Moulder - -	1	—
Sheet parer - -	1	—	Watchmaker - -	1	—
Ironmonger - -	1	—	Joiner - - -	2	—
Solicitor's clerk - -	3	—	Grinder - - -	1	—
Silversmith - -	4	—	Soapmaker - -	1	—
Dray lad - -	1	—	Cabinet maker - -	1	—

——	Boys.	Girls.	——	Boys.	Girls.
Chemist	1	—	Milliner	—	1
Shop lad	2	—	Post office	—	2
Fitter	1	—	Umbrella maker	—	1
Steelworker	1	—	Wanted at home	—	72
Hatter	1	—	Ill-health	9	10
Stocking knitter	—	1	Left city	7	5
Book-keeper	—	1	Other schools	9	1
Dressmaker	—	4			
Domestic service	—	3	Totals	161	148
Draper's assistant	—	1			

Leeds Higher Grade School.

I.—Universities, Successes for 1894.

(*a.*) London University, Matriculation Examination, 4 boys passed and 1 girl.
(*b.*) Victoria University, Preliminary Examination.
(*c.*) Yorkshire College Scholarships—
"Akroyd," 1 of 40*l.* a year for 2 years.
"Brown," 1 of 40*l.* a year for 2 years.
"Baines," 1 of 20*l.* a year for 2 years (gained by a girl).
(*d.*) "West Riding County," 1 of 60*l.* a year for 2 years with continuance for other 2 years.

II.—(*a.*) "Honours Examinations," Science and Art Department, Practical Inorganic Chemistry, 8.
(*b.*) Higher Mathematics, Stages III., IV., V., VI., 28.

III.—Occupations of Boys who in 1894 have left the Higher Section.

Accountant	2	Bookmaker	1
Brewer	2	Solicitor's office	1
Clothing trade	4	Draper	1
Architect	6	Clerk	26
Dyeworks	3	Post Office	2
Tanner	2	Telegraph	2
Plumber	1	Laboratory	4
Mechanics (engineers, boiler makers, &c.)	8	University	6
		Gardener	2
Joiner	2	Insurance office	2
Printer	1	Leather trade	2
Teacher	5	Soap works	1
Farmer	1	Railway	2
Grocer	5	Miscellaneous	41

IV.—Boys who have left from Standard VII. in 1894.

Cloth factories	2	Errand boy	1
Wood turner	1	Clothier	1
Butcher's boy	1	Brushmaker	1
Compositor	1	Pawnbroker	1
Milk boy	1	Blacksmith	1
Gardener	1	Farmer	1
Office boys and clerks	17	Removed	28
Chemist's shop	1		

V.—(*a.*) Ages of Boys, Standards I. to VII.

	Standard I.	Standard II.	Standard III.	Standard IV.	Standard V.	Standard VI.	Standard VII.	Total.
Under 8 years -	7	5	—	—	—	—	—	12
Between 8 and 9 -	5	16	8	—	—	—	—	29
,, 9 and 10 -	1	15	24	21	—	—	—	61
,, 10 and 11 -	—	8	21	40	21	5	—	95
,, 11 and 12 -	—	1	9	31	48	34	4	127
,, 12 and 13 -	—	1	1	19	41	97	80	239
,, 13 and 14 -	—	1	1	3	22	42	142	211
,, 14 and 15 -	—	—	—	2	6	17	38	63
Over 15 - -	—	—	—	—	—	7	12	19
		∴ Under 12 = 322 Over 12 = 532						

(*b.*) Ages of Boys in the Higher Section.

Under 12 - - - -	0
Between 12 and 13 - -	14
,, 13 and 14 - -	115
,, 14 and 15 - -	138
,, 15 and 16 - -	48
,, 16 and 17 - -	16
Over 17 - - -	5
Total -	336

Total number of boys over 12 years of age = 868
,, girls ,, = 581 } 1,449

On roll 3rd October 1894.

II.—Curriculum for Higher Section.

This section is intended for scholars beyond the standards of the Education Code; and the full courses of study occupy four years, and are arranged with a view to the future occupation of the pupil. The selection of the course should, therefore, be a matter for consideration between parents and the Principal.

Subjects of Study for Boys.

First Year.

English.—A period of English history and literature; and the study of an English classic.

Latin.—Latin grammar and elementary composition; easy translation.

Mathematics.—Arithmetic; algebra; Euclid.

French.—Thorough revision of grammar; easy translation.

Science.—Inorganic chemistry (theoretical and practical); sound, light, and heat.

Drawing.—Practical plane and solid geometry; freehand.

Commercial.—Shorthand; geography (British Islands, Australia, and British North America); book-keeping.

Manual instruction in the workshop.

Gymnastics.

Second Year.

English.—A period of English history; a period of English literature, with the study of an English classic.
Latin.—Latin grammar and prose composition; Cæsar; Helvetian War.
Mathematics.—Algebra, geometry; plane trigonometry.
French.—Grammar; translation; repetition of easy poems.
German.—Grammar, easy translation.
Science.—Practical, plane and solid geometry; advanced inorganic chemistry (theoretical and practical); theoretical mechanics; electricity and magnetism.
Drawing.—Linear perspective; model; elementary shading.
Commercial.—Shorthand; book-keeping; geography (Europe and British India).
Manual instruction in the workshop.
Gymnastics.

Third Year.

English.—Modern English history and literature; history of the English language.
Latin.—Latin grammar and prose composition; Cæsar, De Bello Gallico, Book I.
Mathematics.—Algebra; Euclid; plane and spherical trigonometry.
French.—Conversation; Coppée, Le Luthier de Crémone.
German.—Grammar; conversation; Lange's German Reader.
Science.—Electricity and magnetism; organic chemistry (theoretical and practical); inorganic chemistry (quantitative analysis); practical, plane and solid geometry; machine construction.
Art.—Mechanical drawing; shading from objects and casts; painting in water colours and oil.
Commercial.—Shorthand; book-keeping; commercial geography.
Manual instruction in the workshop.
Gymnastics.

Fourth Year.

English.—History of the English language; modern literature and history.
Latin.—Cæsar, De Bello Gallico, Book VII.; Roman history and geography.
Mathematics.—Algebra; Euclid; trigonometry; solid geometry and conic sections.
French.—Grammar; Racine, Athalie; Sardou, La Perle Noire.
German.—Grammar; conversation; Lange's German Reader.
Science.—Theoretical mechanics (advanced); inorganic chemistry (honours); physiography (advanced); botany; machine construction.
Art.—Mechanical drawing; shading from objects and casts; painting in water colours and oils.
Manual instruction in the workshop.
Gymnastics.

Some Private Schools.

I. Mr. -----'s school is a private school, and was opened about 10 years ago. It is situated in some buildings which are better than those often used for private schools, and which were originally built for school purposes. At the same time they cannot be regarded as very satisfactory. The class-rooms are sufficiently large, but there is a want of the complete appointments which would be found in a good modern school, and there is no playground attached to the building.

The school is both for boys and girls. The two departments are kept distinct, and Mr. —— takes charge of the boys' department, and Mrs. —— of the girls' department. The boys come almost entirely from elementary schools, and the parents seem to be small manufacturers or shopkeepers. On entering the school, they have usually passed Standard V., and remain there till they are between 14 and 15 years of age, but there are a few younger children in the school, the whole number being over 300. The course of instruction hardly deserves the name of Secondary Education, the boys taking the ordinary elementary school subjects, with a little French, shorthand, and book-keeping. The school specially prides itself in turning out boys who can write well. There is a small section of the school called the professional class, which are sent in for the local examinations, but this does not represent the teaching which is given to the great mass of the children; the number who are going to be sent in to the locals this year being only five. The fees are very low, being 5*s.* to 7*s.* 6*d.* a month for children under 7; 10*s.* a month for pupils under 11; and 11*s.* 6*d.* a month for pupils over 11. There are some extras for which special charges are made, among which is included gymnastics, for which 4*s.* a quarter is charged; so that in the absence of the playground there is very little done for the physical development of the children. As will be easily understood, it is impossible with such a fee to keep up a school to pay the rent necessary for a building in the centre of a town, and at the same time to make a sufficient profit for the headmaster, without either having very large classes or very poorly paid teachers. The estimate which was made during the inquiries in London for the London County Council into the Secondary Education for a second grade secondary school, was 10*l.* per year per boy, as the lowest figure at which the work could be properly done. The classes are not too large in Mr. ——'s school, the teachers are elementary school teachers, and most of them seem to be quite young men; and though I cannot speak positively as to the salaries paid, I gathered from inquiries which I made outside, that the teachers belong to the fringe of the elementary teacher class, and were receiving less than they might expect even as junior teachers in country elementary schools. I cannot, however, speak positively upon this point.

As I have already stated, French is included in the curriculum, but I cannot imagine that the teaching in French can be of great value, as there is no special French master employed, and it is in the hands of the aforesaid elementary schoolmasters. The boys are not taught science so that the school is not assisted by any grants from the Science and Art Department for science teaching. It is subjected to no external examinations except in the case of the few boys already referred to, but is yearly examined by the examiner appointed by the school. His repor is very brief and somewhat general in its terms, but distinctly complimentary. He refers especially to the attainments of the boys in mental arithmetic and writing and drawing. The drawing is under the control of a special art master, and consists of the ordinary freehand, model, and geometrical drawing. One of the peculiarities about this school with which I was specially struck, was the remark of the headmaster on the subject of allowing boys to specialise. He told me t at he believed in early specialisation, and that the boys were allowed to specialise on either of two subjects, drawing or shorthand, the method being that if a boy had reached what was considered a sufficient amount of knowledge in any department, he was allowed to spend his time during the lesson on that subject either in drawing, or if he preferred it, in studying shorthand—two boys sitting together and alternately dictating to each other. This method of education requires no comment. The whole number of children was once 399 and is now 250. On the girls' side a great deal of time seems to be devoted to painting on porcelain, glass, and silk, with very painful results. There can be no doubt that Mr. —— has succeeded, with considerable cleverness, in meeting the requirements of a certain class of the population, and in enabling boys, after a brief period in his school, to obtain the kind of knowledge required to enable them to get appointments as office boys, and ultimately to rise to the dignity of inferior clerkships; but it is a very different question whether a school of this kind can be regarded as a benefit from an educational point of view; and it was with some surprise that I found that the West Riding County Council were sending girls with scholarships to this school. This establishment proves what I found elsewhere, that it is no longer possible to supply what is considered sufficient, either in building, equipment, or teaching, for a modern secondary day school, and at the same time to conduct a profitable business.

II. This school, which can claim to give a classical education, is taught by Mr. —— and is situated in a building which is fairly convenient for a small school. There are 46 boys here, paying five guineas, four guineas, and three guineas a term. The boys in the fourth form are worked up to the standard of the Junior Cambridge Local, though they all cannot be sent in to the examination, as some parents will object. Some Latin is taken

throughout the school, which is carried as far as the reading of Cæsar. The school is then divided into modern and classical divisions, but very few boys take the modern side. On the classical side the boys have a choice between Greek or German, and they are about equally divided between these two languages. The boys are not sent in for any of the Science and Art examinations. The school is taught by the headmaster, a junior partner, and a visiting assistant master, who takes drawing and shorthand. The building contains two fairly large class-rooms and two class-rooms of a moderate size. There is no laboratory or attempt at practical science teaching, and there is no playground, but a field not very far off has been hired for the boys. It is evident that a school of this size is too small for the boys to be classified properly, and that it is impossible without endowment, either to staff it adequately or to properly classify the boys; and though the fees are pretty high, the headmaster assured me that he could make little more than an assistant master at the college, while there is still less left for the junior partner. We have, then, here a private day school starting, under peculiarly favourable auspices, at the break-up of the only secondary school in the town, and taught by the former assistant masters, and stocked with boys from the former school; yet even under these conditions it does not seem possible to obtain a sufficient number of boys to be able to classify them properly, or for the headmaster to make a sufficient income to repay him for the investment of capital and for the risk and anxiety of running a business concern. It is yet too soon to say what may be the future of the school, as, the college having been closed only a year and a half, the school is to be regarded as merely a portion of the college which has floated off, and is not yet working with new boys and entirely on its own foundation. No doubt the headmaster is quite qualified as far as knowledge goes, but the school appeared to me to be wanting in discipline, and conducted in a somewhat haphazard manner.

III. This school seemed to be of the old-fashioned type, which one hopes is becoming extinct. It was called a "select" day school for boys, and contained under 20 boys at the time of my visit, who were being taught by the principal of the school without any assistant. The discipline seemed satisfactory, and the one class-room clean and tidy, and sufficiently large for the number of boys present. I was told that the boys entered at about 9 years of age and stayed sometimes to 17 years of age. The course of instruction seemed to be the usual English subjects, with Latin, French, German, mathematics; algebra, I was told, was carried up to quadratics; alto that the school had had boys getting on into the second book of Euclid, and that one boy had once passed the junior local, and one or two once passed the College of Preceptors' Examination; but the school was not exposed to any extraordinary test. Curiously enough, I came across at another school a boy who had been at this school and had left it. He had been there

for four years, and was now 15 years of age, and was reported by his present master to be a fairly intelligent boy. He had, therefore, been studying Latin for four years, and told me that at the time of his leaving he had performed his 49th exercise in a book of easy translation from Latin into English, but beyond this he had done nothing, having neither learned grammar nor read any Latin author. In Euclid he had done nothing at all; in algebra he had reached simple division, but confessed that he found the sums in division at the school he was now attending rather difficult. In arithmetic he had just got into compound proportion, but had not tried decimals. The school hours he informed me had been from 9 till 12, and from 2 to 4.30 without any break, and that sometimes for a whole day he had not been asked a single question by the master, but simply sat there hour after hour with his books before him, and, as he stated, usually working, though he confessed to occasionally varying the monotony by the introduction of a little light literature. The fee charged for this valuable education is 18 guineas a year.

IV. This school contains 67 boys altogether, 14 of whom are boarders. The head master was unfortunately away on the day I called, and the school was in charge of an assistant master and a pupil teacher. There are two class-rooms, one a room of fair dimensions, and the other quite a little room, three classes being carried on at once in the big room. The rooms are shabby and poorly equipped. In the small room there is a governess for teaching the very young children, and in the big room there are one or two girls along with the boys. Some children come in at about eight years of age and are put under the governess, but the larger number come in from 11 to 12 from the voluntary schools, there being no School Board in the town. These children know very little on entering, and are not even good at arithmetic, which is usually a first-class subject with elementary school children. The boys leave at about 15 years of age. In the top form there are four boys who were sent in this year for the junior locals, and three of whom passed, while four boys have passed in the first-class College of Preceptors' examination, and 12 in the third class. The head master holds no degree, but the assistant master is a Dublin B.A., and takes the boys in classics. The head master takes classes at the Mechanics' Institute, and four boys go there to take mathematics and mechanics under him, while the top boy hopes to get a first class in the second stage. There is no science taught in the school, but there seems to be rather more of classics than might be expected, the top form reading some Virgil, while the form below are taking Cæsar and Smith's Principia, Part I. In mathematics the top form are taking six books of Euclid, mechanics as before-mentioned, and a little trigonometry, while the form below have taken two books in Euclid, and have reached simple equations in algebra. As the top form only contains four boys, the form below this represents

better the amount learned by the ordinary boy before leaving the school. This consists of the ordinary English subjects, with the amount of mathematics and classics stated above, a little free-hand and model drawing, and a little French. The fees at this school for boarders are from 24 to 36 guineas with a few extras, and the salary of the assistant master is 40*l.* and his board. It is considered to be a Church school, but the Catechism is not taught, and it contains plenty of Nonconformist children. The discipline seemed to be of the poorest, the school being a bear garden during my visit, though this was partly due, no doubt, to the absence of the head master. The assistant master appeared to be bright and intelligent, but the pupil-teacher did not seem to be of very much use, and I cannot imagine that the conditions are favourable either to discipline or to teaching. There was one thing in the school which struck me as interesting, as I had not come across it before. It is customary to send in the children for the "Kensington Local Examination," held by the "Society of Science, Letters, and Art," and I was shown the list of their successes at this institution. By a curious coincidence this society was exposed during the same week in "Truth."

V. This school contains 25 boys and 25 girls. They are of all ages, from infants up to 15 years of age. The school does not submit itself to any external examinations, and the subjects of instruction consist of the ordinary English subjects, with book-keeping and mensuration. The school is held in two rooms, and is taught by the master and his wife. At the time of my visit the boys were in the large class-room, and the girls in the small class-room. The large class-room is about 25 feet by 13 feet, and is certainly very much too small, when the whole school is assembled in it, for 50 children, but the other class-room is the most remarkable one. It is a thin wooden shed about 20 feet by 10 feet, and about 8 feet high, covered with a roof which is very nearly flat, in which there are large skylights which do not open. There are no windows and no fireplace to this room, and the only ventilation is a slit at the bottom and the top of the skylights. In this room 25 girls had been packed just before I arrived. These are described as commodious premises in the school prospectus.

REPORT

ON THE

WEST RIDING OF YORKSHIRE.

BY

Miss C. L. KENNEDY,
An Assistant Commissioner.

TABLE OF CONTENTS.

	PAGE
INTRODUCTION - - - - - - - -	285
1. Extent and character of demand for Secondary Education for girls - - - - - - -	292
2. Relation of Secondary Education to life-career - - -	316
3. Educational Organisation - - - -	316
4. Cost of Education - - - - - - -	325
5. Competition - - - - - - -	327

Report on the West Riding of Yorkshire by Miss C. L. Kennedy, an Assistant Commissioner.

SIR,

I HAVE the honour to lay before you the result of the inquiry which you commissioned me to make with regard to the views entertained in the West Riding of Yorkshire on special problems connected with the education of girls.

Introduction.

One of the subjects to which your Commission desired me to direct my attention was the subsequent life career of the girls, who had been educated in secondary schools of various grades. I accordingly made special investigations on this point in every town which I visited in the West Riding, and it seems desirable to begin with an account of the facts which were elicited in the course of these investigations, as they have a very important bearing on the extent and character of the Secondary Education of girls in Yorkshire.

One of the most noticeable of these facts is the very large proportion of girls in schools of every grade, who have no other occupation after leaving school than the fulfilment of such social and domestic duties as fall to their lot in their own homes. It is only a very small number who enter upon any employment or profession with a view to earning their own living.

The headmistress of one of the girls' high schools in the West Riding very kindly furnished me with an interesting analysis of the subsequent careers of the girls who had left her school between 1889 and 1893. The results were as follows :—

Girls living at home - -	70·16 per cent. (Many teach younger sisters and help parents in their work.)
„ who are at college, &c. -	19·01 per cent. (Some of those are being trained as teachers.)
„ engaged in teaching - -	7·77 per cent.
„ „ nursing - -	1·06 „
„ „ other occupations	1·00 „
„ married - - -	1·00 „

The high school at which this analysis was made is a first grade secondary school, where the average age of leaving is 18, and the medium fee is 12*l.* 12*s.* a year. The class of children who attend it may be inferred from the following calculation of the occupations of the parents of children now in the school :—

Professional - - -	41 per cent.
Manufacturers and merchants -	23 „

Managers and clerks, &c.	18 per cent.
In retail trade	18 „

At an endowed school with a medium fee of 10*l.* a year, where a large proportion of the girls leave at 16, though on the average they stay until 17, and some until 19, the headmistress kindly furnished me with the following record of what had become of the girls who had left the school from 1891–93 (inclusive):—

Girls living at home	64
„ gone to other schools	24
„ „ places of higher education	6
„ engaged in teaching	10
„ learning a trade	4
„ engaged in nursing	1
„ whose parents had left the town	13
„ dead	3
whose subsequent history was not known	6

With regard to this list I think it may fairly be assumed that those girls who had gone to other (probably "finishing") schools were intended by their parents to devote themselves to social life, while those who went to places of higher education were probably sent there for professional purposes.

The occupations of the parents of the children now in the school are as follows:—

Professional	36
Manufacturers and wholesale dealers	23
Managers and clerks	31
In retail trade	41
Widows and gentlemen of no occupation	11
Farmers	2
Artisans	7

At another endowed school with a medium fee of 7*l.* 10*s.* where three-quarters of the pupils leave at 16 years of age or under, the headmistress kindly ascertained for me what had become of 122 of the girls, who had left since 1886, with the following result:—

Girls living at home	65*
„ gone to other schools	15
„ married	2
Pupil teachers in elementary schools	12†
Girls engaged in the work of secondary education	8
Girls gone to places of higher education	3

* In several cases they keep their fathers' business books, or help in business in other ways.

† These are mainly girls who held scholarships from elementary schools.

Girls engaged in technical work (cooking and photography)	2
Clerks	3
Shop assistants, dressmakers, &c.	12

The occupations of the parents of children now at this school are as follows:—

Professional	14
Manufacturers and merchants	8
Managers and clerks	18
In retail trade	45
Widows living on their own means	5
Farmers	19
Artisans	3

Here also it may reasonably be assumed that the 15 who are described as having gone to other schools were intended to live at home subsequently, and besides these there were 35 whom the headmistress could not trace, most of whom had, no doubt, gone to live in their own homes, as they would probably have communicated with the headmistress to obtain testimonials from her if they had entered the profession of teaching—the only one open to any great extent for girls in the West Riding.

At another school, which may be described as a second grade secondary school, where the average age of leaving is 16, and the medium fee is five guineas a year, inclusive of stationery, I was again enabled by the kindness of the headmistress to obtain some idea of the proportion of girls who live at home after leaving school, as contrasted with those who earn their own living. In this instance no record is kept of the subsequent careers of the pupils, but a meeting of former pupils was about to be held when I visited the school, and the headmistress offered to ask each one of those who attended it what her occupation then was. She subsequently wrote to tell me that 50 former pupils had been present, of whom seven were engaged as teachers of various kinds, one was an art-student, one was engaged in photography, and the remaining 41 lived at home.

The headmistress described the parents of the pupils at this school as being mainly shopkeepers, clerks, and small manufacturers.

In order to secure that the results of my inquiry should include children of every social class who are studying subjects usually included in secondary education, I applied to the headmaster of a large higher grade school, where the average age of leaving is 15, and the fee is 9*d.* a week (including stationery). He very kindly caused an investigation to be made with regard to the present occupations of pupils who had left the school in the year ending 31st May 1894. The result was as follows:—

Girls occupied in domestic life	150
„ engaged in teaching of various kinds	40

Girls in the Civil Service - - -	14
„ who had become clerks in warehouses and counting houses - - - -	6
„ who had entered shops - - -	30
„ who were tracers in drawing offices -	2

The headmaster was not able to give me any record of the occupations of the parents of the schoolchildren generally, but he furnished me with a list of the occupations of the parents of scholarship-holders, and as the scholarships are granted in many cases to those whose circumstances would not otherwise enable them to provide such education for their children, it may be assumed that the larger number of girls above spoken of belong to parents who are in rather better circumstances than those in the list furnished to me. This list, as far as I could judge, might be arranged briefly as follows:—

Professional - - - - - -	2
Clerks and commercial travellers - - -	6
In retail trade - - - - -	6
Miscellaneous (policemen, tailors, joiners, &c.) -	7
Artisans - - - - - -	15
Widows - - - - - -	5

Finally, in addition to the statistics I have quoted with regard to the subsequent careers of girls who are educated in secondary schools of various grades in the West Riding, I ascertained in the case of 11 other schools, from information given by the headmistress or the headmaster, that the majority of pupils lived at home on leaving school. These 11 schools were high, endowed, or higher grade schools, either free or with fees varying from 12*l.* 12*s.* a year to 6*d.* a week.

The inhabitants of the West Riding have been proverbially accredited with a distinctive independence of spirit, and I think it is the love of independence which often in the case of their daughters' life career takes the form of a strong repugnance to allowing them to become the recipients of salaries or wages, because this would, they think, place them in the position of paid dependents.

A lady who has taken an active part in promoting education in a town where there are no public institutions for girls, said to me: "It is pride which makes people keep their children at home." One headmistress told me that the parents of her pupils would feel insulted if she inquired whether their daughters were going to take up any occupation or profession. She said that she should be told that their daughters had no need to teach. Another headmistress told me that the parent of one of her pupils had called on her to tell her that his daughter was very anxious to make teaching her profession, and that he had given her permission to study for it, but he thought it necessary to explain that he had no "small pride" by way of apology for his conduct.

At the same time, I was told in some towns of the West Riding that residents who were in well-to-do or even in wealthy circumstances felt no reluctance about allowing the women of the family either to discharge all domestic tasks without the aid of a servant, or, at any rate, to assist very largely in the fulfilment of such duties, where servants were employed in addition. Baking and laundry-work seem to be carried on at home much more extensively in Yorkshire than in the South of England, and many of the girls attending secondary schools in the West Riding are proficients in cooking from the practical experience gained in their own homes.

I think I am correct in saying that this absorption in domestic pursuits prevails to some extent throughout the whole of the West Riding, but it is perhaps more specially characteristic of the towns in which the professional class is small. It is not so especially noticeable in the larger towns where there is a considerable admixture of families belonging to the professional class, many of whom are not connected with such towns by birth, and consequently have not inherited their household traditions.

I am not, of course, including in this description the children of those who would consider themselves as belonging to the highest class—a class described by Dr. Fitch as a "plutocracy "consisting of men of enormous wealth, who consort with "the members of the higher professions, and who, conscious of "the newness of their origin, are restlessly eager to reach after "alliances with the landed gentry, with Parliament, with the "magistracy, or, in short, with something in the world, which "possesses traditions and a prospect of permanence."

Writing in 1868, Dr. Fitch says that throughout the West Riding the children belonging to this last class as well as those of the richer gentry are sent to distant schools. As will be seen from the occupations of the parents specified above, my remarks apply especially to the other classes of society which are described by Dr. Fitch as consisting respectively of small manufacturers and professional men, and of clerks and retail tradesmen.

It will easily be seen how great an effect on intellectual education such views of a girl's after-career must produce among a people noted for the value they attach to points of practical utility. I am glad to think and to know from my own personal experience that there do exist signal instances to the contrary, but I fear that on the whole there is a widespread apathy throughout the West Riding with regard to the intellectual education of girls. This was acknowledged to me by many of the principal residents, and, in case education be viewed simply from the standpoint of usefulness in the routine duties of the household, there does not seem any reason why girls should need instruction in subjects, other than those included in elementary

education, for the fulfilment of their subsequent duties in life. And this seems the actual point of view from which many parents in Yorkshire do regard the subject. I was informed at a meeting in Halifax, at which several members of the School Board and other persons interested in education were present, that I must not consider that attendance at a public elementary school was in the West Riding necessarily an indication of poverty. Secondary schools might be preferred, if the expense in each case were equal, but under existing circumstances parents often did not consider that there was any practical advantage for their girls in attending a secondary school sufficient to counterbalance the difference in cost. At the same time it seems to me a hopeful sign that in two of the largest towns in the Riding, Leeds and Sheffield, there exist middle-class schools for girls with fees intermediate between the high schools and the higher grade board schools. The fact that there exists a public desirous to support such schools seems to show that many parents who cannot afford the fees of a high school are yet willing to make a considerable pecuniary sacrifice to secure to their daughters those advantages of greater individual attention and of more frequent opportunities for personal intercourse with women of culture which a secondary school can afford to provide. There is no doubt also that the moderate estimate of a girl's intellectual requirements, which I have just described, is in the case of some parents modified by their desire that their daughters should not lack anything which may be supposed to be of advantage in the intercourse of social life. The influence of this feeling, however, is almost always injurious in its effects on education. In the first place it promotes a tendency towards a change of school for the last year or two of a girl's school life, when such a change is too late to remedy any defects in the school originally chosen or to secure any special advantages in the one subsequently selected. Professional men and well-to-do manufacturers send their daughters to a southern or continental boarding-school for a year or two to "finish," while parents in a lower position send them from a public elementary school to a secondary school for a like purpose. In neither case does the result seem satisfactory from an educational point of view, though there is no doubt that in popular estimation this so-called "finishing" confers the stamp of gentility which is thought desirable for social purposes. Another injurious effect which results from the tendency to have no aim in view except social life in regulating a girl's education is seen in the undue preponderance which is still not infrequently given to what are considered accomplishments to the disadvantage of other important subjects of education. The headmaster of a higher grade school expressed to me very decidedly his opinion that there was great waste of time on instrumental music in the present arrangement of girls' schools. The following table, taken from an

analysis of returns made to your Commission by private schools will give an idea of the relatively large proportion of time devoted to accomplishments in some of these schools:—

——	A.	B.	C	D.
Drawing, singing, and music in the middle of the school - - - -	5	5	9	8½
Latin and foreign languages in the middle of the school - - - -	2	2½	3	2
Arithmetic and mathematics in the middle of the school - - - -	1½	2	3	3½

A more desirable phase of this same feeling is to be seen in some of the principal Technical Institutes, such as those at Dewsbury, Keighley, and Shipley, where girls are allowed to carry on the study of art after leaving school, and to devote to it sufficient attention to attain very satisfactory results, although the study is one which can rarely be regarded in the case of girls as of any practical utility.

There is one other element to be taken into consideration as influencing the system of education in West Riding schools, and this is an element which, unlike the one I have last mentioned, generally has a favourable effect. I refer to the liberality with which parents often allow their daughters considerable freedom of choice in their studies, and in the length of time during which they are permitted to remain at school. In one town where I understood that the custom of expecting girls to devote themselves to domestic duties prevailed very strongly, I expressed some astonishment on learning that many of those girls nevertheless remained at school until 18 or 19 years of age. I was told that this was a concession to the personal inclinations of the girls themselves; if on the other hand they expressed a wish to leave school they were permitted to leave at once. In another town where I inquired whether the head mistress felt any difficulty in adapting to the wishes of the parents the scheme of education which she herself thought most desirable, she replied that no such difficulty existed, because the children were generally guided by the advice of the mistresses, and the parents by the wishes of the children.

It is much to be hoped that the opportunities for study afforded to West Riding girls may continue to increase in value and frequency, as the results already attained sufficiently prove that they are fully entitled by their earnestness and their ability to every kind of encouragement in intellectual pursuits. Without attempting to give any detailed list I may mention in illustration of their success that girls from West Riding schools have gained Gilchrist, Winkworth, and Russell-Gurney scholarships, and have won First Classes in the Classical, Mathematical, Modern and Mediæval Languages, Natural Sciences, Moral Sciences, and Historical Triposes.

1.—*Extent and Character of the Demand for Secondary Education for Girls.*

How far girls from elementary schools demand and make good use of such education as is at present provided.

It will be evident from the statistics with which I began my report, that where girls enter upon any salaried employment it is almost always the profession of teaching in which they engage. This has long been the case, but I think it is a distinctive characteristic of modern times, that girls from elementary schools seek to obtain admission to secondary schools as part of the training desirable to enable them to qualify themselves for the duties of a public elementary teacher. It is chiefly with such an end in view that girls from elementary schools avail themselves of the opportunities of Secondary Education which are afforded by means of scholarships awarded in connexion with old endowments remodelled in recent years. At the Drake and Tonson School at Keighley I was told that there were 20 candidates for four of the scholarships which are reserved for pupils from public elementary schools, and the reason given for the demand thus indicated was that the school was considered a good preparation for pupil-teachers.

At the Wakefield Endowed High School there were only 11 candidates in 1892 for three scholarships reserved for pupils from public elementary schools, but in 1893 the number of candidates rose to 15 for the same number of vacancies. I was told at Wakefield also that the scholarship-holders generally went back to public elementary schools as pupil-teachers.

I obtained similar answers to my inquiries on this subject at the Wheelwright Girls' Grammar School, Dewsbury, and at the Salt Schools, Shipley.

At the Endowed School for Girls at Skipton there are several Petyt scholarships reserved for girls from public elementary schools, but there does not seem to be such an eager competition there as elsewhere in the West Riding. There are generally not more than two candidates to each vacancy. I was told, however, that at Skipton also the scholarship-holders mainly become public elementary teachers.

At Bingley Girls' Grammar School the foundation scholarships reserved for children from public elementary schools seem to be in great demand. There have been 11 candidates to one vacancy. The reason given for this competition was the hope of the parents that their daughters might become pupil-teachers. All the scholarship-holders except two have done so. It was stated that the head-mistresses of public elementary schools give a preference to girls from the Bingley Grammar School on account of the certificates they obtain from the Science and Art Department.

At the Bradford Girls' Grammar School the subsequent careers of the scholarship-holders seem to be somewhat different. The governors offer two entrance scholarships tenable for three years. There were 45 candidates for these scholarships at the last examination. They are not reserved exclusively for pupils from public elementary schools, but as a matter of fact they are

generally gained by such pupils. Ten of them have been won by pupils from the Belle Vue Higher Girls' Board School since the year 1885. I was told by the headmistress that the scholarship-holders generally tried to make teaching their profession, but often did not wish to go back to elementary teaching. Eight such scholarship-holders are, however, now teaching under the School Board.

There are two scholarships tenable at the Leeds Girls' High School, which are reserved for pupils from public elementary schools, and are competed for at intervals of from two to four years. The number of candidates for these two scholarships varies from 12 to 18. There have not been more than 12 or 14 such scholarship-holders in all since the foundation of the school, and several of them have left the school to live at home, when the term for which their scholarships were tenable had expired, but some of those who did not rise to a high position in the school have subsequently become pupil-teachers, and out of four who reached the highest class, two gained Queen's Scholarships, and entered a residentiary training college, while a third became a student teacher at the school, gained an honour certificate in the Cambridge Higher Local Examination, and has since been engaged in the work of Secondary Education.

Besides the scholarship-holders, there are a large number of other girls from elementary schools who are in attendance at secondary schools at their parents' expense. These girls when their education is over generally live at home. They may roughly be divided into two classes—those who are sent to a secondary school to "finish," and those who spend several years there. There can be little doubt in regard to the first of these two classes of girls that it would be better, both in the interest of the secondary school to which they are transferred, and in the interest of the girls themselves, that instead of being transferred for so brief a period they should spend the same time in the elementary school. The headmistresses of the best secondary schools take great pains to reduce to a minimum the disadvantage under which pupils from elementary schools labour on their first admission to the secondary school, but no pains or forethought can prevent for a short time a certain degree of waste, so to speak, where there is a complete change in the methods and subjects of instruction; and no satisfactory progress, such as to produce a lasting beneficial result, can be made by a few hours' study a week for a single year in the new subjects begun at the secondary school.

In speaking of the waste incurred by the change of school, I am making no reflection on the curriculum adopted in the public elementary schools. On the contrary, as far as the subjects of instruction are concerned, it would certainly not be creditable if the courses of study in elementary and secondary schools were sufficiently similar for a pupil to pass from one to the other without requiring a little time on the part of the pupil, and a

good deal of pains on the part of the head mistress, to enable the pupil to adapt herself with advantage to the change. To take for instance the English language, there can be little doubt that the most complete command of it is obtained by a careful and thoughtful translation from a foreign tongue. In compositions and essays, if the exact word necessary to convey the meaning clearly and forcibly does not at once occur to the writer, she may evade the difficulty by substituting a different sentence, but in translation there is very often one word or phrase and one word or phrase only, which will rightly convey the meaning of the original, and such word or phrase must be diligently sought for under the guidance of the teacher, if the translation is really to be a translation and not a slovenly paraphrase. This method of teaching English cannot, however, be adopted with much success, where the education is to terminate at 13 or 14, because no foreign or dead language will have been learnt sufficiently to afford much practice in translation, and therefore in a school, where the education of the majority of the pupils terminates at an early age, it is only right that they should be taught English in the best manner possible for *them*, viz., by exercises in English composition and grammar. I should therefore expect to find a girl of 12 from a public elementary school, much more forward for her age in English grammar than a girl of the same age from a secondary school, but ignorant of any foreign or dead language, whilst the secondary school girl ought to be fairly proficient in some such language, in order that she may use it for the purpose of training in English at a time when the education of the elementary school girl will have already terminated. At the same time I must say with some regret that I gathered from the almost unanimous testimony of headmistresses from all parts of the West Riding that where girls from public elementary schools have a difficulty in making good use of the instruction provided for them in secondary schools, it is owing to a want of due development of their mental capacities, even more than to their actual ignorance of some of the subjects of instruction. Almost all agree that they have a good knowledge of arithmetic, but it is mental power generally in which many of them seem deficient. The following are some of the answers I obtained as to the special difficulties which arise in the case of pupils from public elementary schools. "They are well-grounded in writing and elementary sums, but they find great difficulty in preparing their lessons. They do not seem to have been trained to think." "They are generally very inferior in literary work." "The condition of new comers from public elementary schools is different from that of others. They are better in arithmetic and grammar (though their methods in arithmetic are bad), but there is a mental inelasticity, and lack of imagination and limited power of expression; the very brilliant may get to the university, but the average do not reach the top of the

school." "Their general intelligence is not so well-developed. An inspector in comparing the reading at this school with that at elementary schools said that the girls at this school knew what they were reading about, though the reading itself was not so clear and loud." "Girls from elementary schools are more advanced in arithmetic than anything else so far as methods of working are concerned; but they are not good at solving problems. In other subjects they give the impression of having covered the ground so quickly that they have had no time to think; they cannot deduce results nor give logical conclusions, which children otherwise educated may do, although less advanced in standard of attainments." Girls from elementary schools are better in arithmetic, though the work is too mechanical. In their whole work they have not learnt to think. Girls from private schools have not learnt so much, but are more intelligent." "Their intelligence has not been equally awakened. The teaching is mechanical even in arithmetic, and the girls are unwilling to learn principles." "There is great mental stagnation. They are lacking in intelligence in reading. They can work rules in arithmetic, but not sums involving problems."

This striking unanimity of experience as to both the strong and the weak points in the training of pupils at public elementary schools, given by headmistresses who are working in different parts of the West Riding, is a strong testimony to its truth. I am inclined to think that the defect complained of is partly due to the frequent absence of any subjects of a descriptive character, such as history and literature, for which an appeal must be made to the imagination in order that they may be vividly realised, and partly also to the large size of the classes in which the children have to be taught, in consequence of which no teacher, however capable, has sufficient time to draw out the thoughts and impressions of each child individually in the course of the lesson. I was sorry to find that in some even of the higher grade schools large classes of 60 children existed, though this is not, I think, universally the case, and I should like to add that in one such school—the Belle Vue Higher Girls' Board School at Bradford—I heard excellent lessons given to smaller classes, where a large proportion of children consequently had the opportunity of individual explanation and correction. I feel that it is not within my province to discuss at any length the subjects of instruction or methods of teaching in elementary schools. My only object in touching upon such points has been to show what difficulties have to be surmounted to enable girls from elementary schools to make good use of the secondary education already provided. These difficulties, as I have said, make secondary education almost useless, where girls come for a single year only. But with those who are able to stay much onger, the case is very different. I did not find a strong consensus of opinion with regard to the degree of success achieved. Some headmistresses seemed inclined to think that it was only

the exceptionally clever girls who could rise to the top of the school. At one school, however, I found that all the members of the highest class except four had come from elementary schools. At another I had a very strong expression of opinion from a headmistress of wide experience, who said that the course had a most humanising effect on scholars from elementary schools. They benefited largely by it, and a few of them had been distinguished in French, though they began the subject comparatively late. Another headmistress said: "Elementary "pupils profit immensely if they stay long enough." One pupil from a public elementary school (High Green School, Sheffield), after spending nearly six years at the Sheffield High School, won a scholarship at Bedford College, and subsequently a Gilchrist Scholarship, and took a first class in both parts of the Natural Science tripos. Another from the Belle Vue Higher Girls' Board School, Bradford, who studied subsequently at the Girls' Grammar School, Bradford, has this year won the Russell-Gurney Scholarship tenable at Girton.

Deficiency in present supply of secondary schools for girls contrasted with that described by Schools Inquiry Commission.

The second point to which your Commission directed my attention in connexion with the extent and character of the demand for Secondary Education for girls was the number and kind of schools by which this demand is now supplied, as compared with the description given in the report of the Schools Inquiry Commission (1864-8). It is gratifying to perceive by such a comparison what a vast stride has been made in the education of girls within the last quarter of a century. Writing in 1868, Dr. Fitch says: "In this district (Yorkshire) no "endowed school provides such education in any way, no joint-"stock or proprietary college in Yorkshire has ever contemplated "the admission of girls, while of the religious bodies, the Roman "Catholics, the Quakers, and the Moravians alone include female "pupils in their denominational institutions. With these "exceptions the whole of the Secondary and Higher Education "of girls in this district is given in private schools." At the present day there are nine endowed and six proprietary schools in the West Riding.

Keighley claims the honour of having been the first town to secure to girls a share in educational endowments. The endowed school there was established in 1871; the funds were provided from an educational endowment previously reserved for boys, though the term used in the original endowment was "children."

Bradford seems to have been the next town in which an effort was made to apply part of the educational endowment for the benefit of girls. I have been told that in the initial scheme of the Endowed Schools Commission, it was proposed to give an equal share of the endowment to girls and boys, but the local feeling was so strongly against it, that the endowment for girls was reduced to a much smaller amount than that of the boys' endowment. After an interval of three years a subscription of 5,000*l.* was raised to start the school for girls, and it was opened

in 1875. Seven or eight years later a subscription was again raised to enlarge the school.

The endowed school for girls at Thornton was established from an endowment, previously used for boys only, when the boys' school was re-organised in 1873. The new scheme gave the governors power to realise on any of the property, and the income was considerably increased by a good sale of land within the borough of Bradford.

The Girls' High School, Shipley, was established by the liberality of Sir Titus Salt in 1876. Sir Titus Salt had built and carried on schools for the children of his workpeople. In 1876 he gave a site for new Board Schools, and when they were ready, he altered and furnished for high schools the schools he had built himself. The schools were started in September 1876 in temporary quarters until the permanent building was ready.

The Wakefield Endowed School for Girls was opened in 1878 under a scheme of the Charity Commissioners drawn up in 1875. The funds for the endowment were derived from the increase of the value of the property administered by the governors of the Wakefield Charities, and also from the transfer, for the present educational needs of the town, of moneys left for obsolete forms of education, such as apprenticeship fees and an industrial school for girls, which had been superseded by the public elementary schools.

The Girls' Grammar School, Bingley, was opened in April 1881. It was opened under section 47 of the original scheme of March 3rd, 1873. Mr. Fearon came down to Bingley, and reported to the Commissioners in April 1880 the desirability of having a girls' school. The formal order of the Commissioners is dated June 28th, 1881, but the school, as stated above, actually commenced in April 1881. There was no division of the endowment for the boys' and girls' schools respectively. They have been worked conjointly. The girls' school is under the same roof as the boys school.

The Skipton Endowed School for Girls was established in 1886. The endowments are derived from an old charity known as Petyt's Charity, together with the sum of 100*l.* a year from the Giggleswick School (according to a scheme made under the Endowed Schools Act of 1869 for the management of the Free Grammar School of Edward VI. at Giggleswick).

The Wheelwright Schools, Dewsbury, were established in 1889; the funds were derived from a bequest made by John Wheelwright in 1724, according to which two schools were to be founded for boys and girls, one at Rishworth near Halifax, the other at Dewsbury. There was in Dewsbury an agitation for many years for a greater share of the original estate, and the claims of the Dewsbury School were finally settled, with the consent of the Dewsbury governors, those at Rishworth, and the Charity Commissioners, at 24,000*l.* The new scheme (date 1888) gave this money to governors at Dewsbury. The Dewsbury governors

were to build a school (opened in 1893) for both boys and girls. The two schools have a joint income and common governors.

The Dawson's School, Tadcaster, was opened in 1890, under a scheme of the Charity Commissioners; the funds were derived from an old annuities' fund left by Mrs. Dawson.

Besides the above endowed schools for girls, all of which have been established since the report of the Schools Inquiry Commission, there is a school at Rishworth for boys and girls, described by Dr. Fitch as "an eleemosynary foundation, "receiving pupils who are boarded and lodged as well as educated "gratuitously." I have not had an opportunity of visiting this school, but I have been informed that the girls' curriculum has been gradually enlarged so as to resemble that of the boys as far as is compatible with the limitation imposed by the early age at which the girls leave, viz., fourteen.

Girls are also now admitted at King James's Grammar School, Knaresborough. In 1889 the master's house was altered, and accommodation was made for girls' class-rooms. The governing body gave their permission for the admission of girls, provided that they were separate from the boys with their own entrance and their own class-rooms. There are now 18 girls taught by two lady teachers. For a few special subjects some of the girls occasionally attend the boys' classes with very satisfactory results.

Girls are eligible for admission according to the scheme at Bairstow's School, Sowerby Bridge, but the school was built for boys, and has always been attended by boys only.

When the pension to the late headmaster of Sedbergh ceases 200*l.* a year will be available from the endowment of the boys' school for the education of girls in the West Riding.

In this short sketch I have not been able to include schools under the care of religious bodies, which were in existence at the time of the Schools Inquiry Commission and are still being carried on. The shortness of the time at my disposal prevented me from having an opportunity of visiting them.

During my stay in Halifax, I visited the Crossley and Porter Orphan Home and School there, which was founded in 1864, and incorporated by Royal Charter in 1868. Orphan children are admitted there, and receive board, clothing, and education. In most cases a small annual payment is made. The girls remain until 15 or 17 years of age, and some of them are prepared for the Cambridge Local Examinations.

It is to be regretted that out of the nine endowed schools for girls which I have enumerated above, five are within a limited area of 33 square miles, so that there are only four endowed schools in all the rest of the West Riding, which covers a total area of 2,763 square miles.

This deficiency is to some extent supplied by six proprietary schools, which have been founded since 1868 in Leeds, Halifax, Sheffield, Dewsbury, and Burley-in-Wharfedale, and by the Modern School for Girls attached to the Leeds Mechanics'

Institute, which was commended in Dr. Fitch's report, and still maintains the high character there assigned to it. I must not omit to mention that the subjects generally included in secondary education are also taught in the upper sections of the higher grade schools, both in some of the towns already named and also in others—such as Batley, for instance—where the higher grade school is the sole medium by which secondary education is provided for girls in any public institution.

This supplementary supply, however, still leaves a large area unprovided for by any kind of public effort, and it is not distributed in such a way as to be of the highest advantage.

Three of the proprietary schools (including the Modern School for Girls) are in Leeds (though with such variety in the fees as to meet the wants of different classes). Burley-in-Wharfedale is within comparatively easy reach of Leeds, and the proprietary school at Dewsbury is actually within the same town, and has the same fee as the Wheelwright School, which has been subsequently established in Dewsbury.

In the south of the Riding, Rotherham (with a population of 42,000) and a large district to the north and east of it have no public school for girls nearer than Sheffield. There is no public school at Barnsley, though it has a population of about 37,000, and is the centre of a population of about 70,000 more, resident in the adjoining villages of Dodsworth, Gawber Darton, Mapplewell, Monk-Bretton, Carlton, Royston, Cudsworth, Ardsley, Darfield, Wombwell, Hoyland (Common and Nether), and Worsbro' Dale. The east of the Riding (including Doncaster, with a population of 25,900, Goole, with a population of 15,000, and Pontefract, with a population of 9,000) has no public school for girls at all.

There is no public school in the north of the Riding (including Ripon, with a population of 7,000, and Harrogate, with a population of 13,000) to which girls are admitted, except Knaresborough.

In the south-west there is a good school at Huddersfield (with a population of 95,000). It was opened in 1871, and existed for 15 years as a successful proprietary school, paying on an average a dividend of 10 per cent. In 1886 the school was amalgamated with the Old Collegiate and the Boys' College, and the whole was called The Huddersfield College. This scheme, however, did not answer.

In 1893 the company was wound up, and the building was sold to the school board for a higher grade school. The girls' department was, however, financially successful, and the headmistress was fortunate in securing suitable premises, in which she is carrying on the school for the present as a private school.

The districts I have named are such as have large populations, but it was strongly urged upon me by residents in the north-west of the Riding that provision should, if possible, be made for those inhabitants of the dales who are out of reach of railway communication for school purposes, and who are so

scattered over a wide area, that the girls requiring secondary education could not be grouped together in sufficient numbers to maintain a day school. Among such places named to me as from 10 to 16 miles from a railway were Kettlewell, Buckden, Grassington (with a population of 1,000), Arncliffe, Kirby Malham, and Malham, none of which, I was told, could support a secondary or higher grade school. Cracoe and Rylstone were also mentioned as being five or six miles from a railway, and consequently out of reach of any school which pupils could attend as day scholars. It was suggested that there was great need of a cheap boarding school in some central part of this district, where the cost of a girl's maintenance should not exceed 20*l.* a year.

In this description I have not included the provision for the secondary education of girls afforded by private schools. I had the opportunity of visiting 33 private schools during the month which I spent in the West Riding. These schools were situate in Leeds, Doncaster, Rotherham, Ripon, Barnsley, Harrogate, Huddersfield, and Halifax. I have also had access to the returns made to your Commission by private schools in other towns in my district. I should like to take this opportunity of testifying to the extreme courtesy with which I was received by the headmistresses of private schools, and their readiness to supply me with all the information I asked for. I met with only one instance to the contrary in the course of my visits. There was, naturally, a very wide difference in the different schools and in the different towns with regard to the standard of education aimed at and the degree of excellence in the accommodation provided, but it seemed to me on the whole that the best schools were generally in a fairly efficient or efficient condition, and that, even where they did not seem to reach a high standard, the teachers of the schools were generally in advance of the population in their aims and endeavours for the good of the children of the town, and that it was local prejudice or indifference which hampered them in their attempts to rise to a higher level. I was forced to this conclusion in a very great degree by comparing the description of the feeling in each town on the question of girls' education as given me by some of the residents interested in it with the condition of the best private schools in the same town. Thus, for instance, at one considerable town where the fees at the secondary schools were extraordinarily low, and in most instances the size of the schools was too small to admit of first-rate accommodation, and where, as a rule, French, if taught at all, was taught as an extra, I was told by a member of the School Board that "educationally "the district was extremely backward, and that well-to-do "shopkeepers grudged having to pay as much as 12*l.* year for "the education of their sons in the grammar school, and took "them to the desk or counter before they were half educated."

At a smaller town where at more than one school the time-table seemed wisely and carefully drawn up, and the staff of teachers seemed amply sufficient, I was surprised to find how

small a proportion of the pupils took any of the local examinations, but I was told by a resident, who was familiar with the educational work of the town, that this was entirely through the fault of the parents, and that there was great apathy in the town with regard to the standard of education for girls. Many of the headmistresses of private schools expressed themselves willing to throw their schools open to inspection, and considering to how great an extent the best of them are labouring to raise the tone of education in the neighbourhood in which they live (often at the risk of exposing themselves to unpopularity owing to the cry that they are overworking their pupils) it would seem to be distinctly a hardship if their labours in the cause of secondary education should ever fail to receive due recognition.

In what respects the secondary education required by boys from the industrial classes differs from that required by girls from the same classes.

In describing the various ways in which provision already exists for the secondary education of girls I have not entered in any detail upon the subjects of instruction which constitute the curriculum in secondary schools, as this question seems more properly to form part of the third subject of inquiry which was indicated to me by your Commission, viz., the subject of educational organisation. In connexion, however, with my investigations as to the character of the demand for secondary education for girls, I was desired to ascertain in what respects the secondary education required by boys from the industrial classes differed from that required by girls from the same classes. It seemed to me that there were two ways in which a solution of this question might be sought—firstly, by ascertaining what were the arrangements already existing in schools to which boys and girls from the industrial classes were admitted, and, secondly by obtaining the opinion of such residents in the West Riding as were experienced in educational problems of this kind. With regard to existing arrangements, there seems to be a noticeable difference in the system pursued in the general secondary education of boys from the industrial classes, as compared with that of girls from the same classes. The only exception is in the case of training for the work of teaching. Where elementary teaching is the profession in view, any difference in education is mainly caused by the difference in the subjects of examination required, according to the terms on which certificates are awarded to male and female candidates respectively—a difference which seems matter of regret, as it has a tendency to discourage among girls the study of mathematics. Even this difference is considerably modified by the present tendency to aim at combining a University degree with a Government certificate by means of the local University Colleges, of which Firth College, Sheffield, is a recognised day training college for both male and female candidates. The Yorkshire College, Leeds, is recognised at present only for males. Inasmuch as no distinction is made in the University course, such a system of training tends to assimilate the studies of students of both sexes. With the exception, then, of this special preparation for

the work of teaching, there is, as I have said, a noticeable difference in the kind of secondary education provided for boys and girls respectively from the industrial classes. A good deal more time is spent on natural science and mathematics, and, in some instances, on Latin, in the case of boys, in consequence of their possible future career, while the girls are in many instances taught more English, as well as cookery and needlework. This appeared to be the case in one or two of the higher grade schools which I visited, and also in some of the endowed schools to which the children of artisans are admitted, either by a special fee or by scholarships.

On turning from a review of the system, as it exists at present, to the theories entertained by those who have interested themselves in education in the West Riding, I find two conflicting views of what is requisite on this point. There seems to be a very strong feeling among a certain number of manufacturers that English prosperity has a tendency to be injured by the lack of suitable technical training, and that where there is any risk that English manufacture may be surpassed, it is German training which is likely to secure superiority over it. Hence there is a great eagerness to emphasise the practical side of instruction, to give manual training as large a share of the children's attention as mental training, and to secure that due importance is given to it by having it begun from the very first, when the children are quite young. The mere mention of culture is regarded with disfavour, because it is thought that the University education, by which it is supposed to be secured, unfits young men for the duty of carrying on their fathers' business by giving them a distaste for it, and by keeping them in ignorance of the simplest details until they are too old and too much ashamed to do the work of beginners. Those who feel very strongly on this point naturally think that the same principle is equally applicable for girls, and at Keighley, where I heard these views expressed, training for home duties as the counterpart of boys' business training forms a prominent feature in the secondary school for girls. The same is true at the Salt Schools, Shipley.

On the other hand, the opinion more generally prevalent among those who have interested themselves specially in the education of girls, seems to be that the general education of boys and girls ought to be conducted on the same lines, as the aim in each case ought to be the same—viz., that of turning out pupils with well-trained minds. They do not consider that a difference is desirable, except in so far as mental development ceases to be the aim of education, and technical training for some special industry takes its place; and I have had great regret expressed to me that the distinction between mental development and technical training is not more clearly realised, and that the second object has a tendency to supplant the first without being really advanced thereby. The head of an

educational institution in the West Riding, who had special opportunities for forming a valuable judgment on this matter, told me that he did not consider that the science taught in secondary schools was of much practical value for technical purposes for the generality of the boys attending such schools. He made an exception, of course, in the case of able boys who could follow up the study of it subsequently at a place of higher education. It seems to me doubtful how far the whole course should be modified for the sake of a few able students, who must necessarily form a small minority, and for whom exceptional provision might be made from time to time.

Would it be proper to add a technical side to the ordinary school in each grade, or to supply special schools with a curriculum leading to the practice of home arts and other feminine industries.

Many then of those who have taken an active interest in education, and who by no means undervalue the usefulness of technical instruction, do not propose to add domestic occupations to the long list of subjects, which it is now too often thought necessary for a girl to be—at least superficially—acquainted with in the course of her school life, but when the time, which her parents can spare for secondary education, is over, they would recommend a short course of six months or a year entirely devoted to practical training in domestic occupations, and to a study of the laws of health, and domestic economy in those cases in which girls are intended to occupy themselves afterwards mainly with the duties of home life. They would not therefore advocate the addition of a technical side to the ordinary school in each grade, but the establishment of a separate institution which should be attended subsequently. Such an institution would correspond in some degree to the Kunst-Gewerbe Schule in Germany for boys, described by Dr. Klemm in his "European Schools." I may perhaps be allowed to quote his words, as his distinction between manual occupation and technical instruction, and their relative functions in education would be fully endorsed by many Yorkshire educationists. "While in the common schools," he writes "manual occupation is introduced to offer "the pupils a curriculum in which mental exertion is counter-"poised by manual exertion, these special schools in Germany "have a different object—they are to perfect the boys in the "trades after having gone through the common school, and to "give them that education which fits them to play leading rôles "in industrial pursuits. The completion of a common school "education is the condition of admission. . . . . Academic "instruction is only offered in geometry, because that branch "is not in the course of the common school."

The general preference for subsequent technical instruction at a different institution to the introduction of a technical side in the ordinary school of each grade prevails not only among several of the leading authorities on the education of girls in the West Riding, but also among a majority of the inhabitants who make use of secondary schools.

This was indicated to me by the information gained from the governors and headmistresses of numerous schools. Thus at

one public school at Leeds I was told: Three years ago a dress making class was tried, but only two pupils offered themselves as students in it. At another: Technical education in its more limited sense is not given or desired at the school. At another; Parents do not seem anxious to have technical education introduced into the school. At Sheffield: Girls do not desire technical subjects (other than needlework and drawing) at the school, but former pupils take courses of cookery, laundry-work, hygiene, household management, &c., at the school of domestic training. At Wakefield: Subjects of technical education are not generally desired by girls at the school. Many after their school life attend classes at the Domestic School. At Bingley: It is considered much better for technical education to follow school education both for girls and boys. The Technical Institute meets all requirements. At Halifax: A course of cookery was started at the school, but it was with the greatest difficulty that 12 girls were got together. The girls learn cookery at home. The course was, however, an "extra" in point of expense, and might have been acceptable as part of the school course. At Burley-in-Wharfedale: It is not thought desirable to join to a school a technical department in which anything beyond simple manual training in clay-modelling, needlework, &c. is attempted. Girls in school are too much occupied to take up technical work, and they appreciate such work better if they take it up afterwards. In a special school superior apparatus would be available. At Skipton: It is ever so much better for technical instructions to be given subsequently to school life. Parents have never asked for any technical instruction to be given at the school except in needlework and drawing.

I may, perhaps, be allowed on this point to quote a valuable expression of opinion from the Principal of the Sheffield School of Domestic Training. She writes: "I have no hesitation in "saying that the majority of girls are not only willing, but "anxious, to avail themselves of our classes after their regular "secondary education is over, and parents in many cases send "their daughters to us for training in one or more domestic "science subjects almost directly they leave school. I certainly "recommend that as the best possible time for a girl to take "such lessons. She has not then lost the power of concentra-"tion gained during school life, and the novelty of the subject "to her makes it fascinating. Hence she gains more knowledge "and practical experience during one course than she would "have gained during three taken in the ordinary school curricu-"lum, with pressure for time, and no possible opportunity for "practice. I have given lessons in cookery in secondary schools, "and invariably found that the pupils (girls from 16 to 18 years "of age) looked upon the lesson as a sort of holiday, but that "the heat, &c. tired them too much for any more satisfactory "work to be done that day. It seems to me that another argu-"ment in favour of domestic science subjects being taken up

" after ordinary school life is finished is, that it prevents the " possibility of the students drifting into the aimless desultory " sort of existence so common to girls who find themselves " with much unoccupied time."

From the above quotations, and from other sources, I gathered that two of the principal arguments in favour of a separate technical school were the undesirability of adding to the curriculum of the secondary school fresh subjects, which could easily be mastered at a later date, and which were not of a purely educational character, and the expense of providing apparatus for schools of various grades in the same town, where one central institution might be made to answer all purposes of technical instruction.

Before passing on to describe such central institutions, which exist in many towns of the West Riding, I should like to guard myself from misconstruction with regard to the use of the expression technical instruction. I have not been using it in the sense in which it is defined in the Technical Instruction Act, nor so as to include such manual instruction as is now given for its purely educational value in many schools from the Kindergarten upwards; but it has been used in a more popular sense as denoting instruction given with a special view to its practical application to some industrial purpose. From this point of view drawing, and natural science, may both be technical in the case of boys in Yorkshire as well as educational, since they may both be studied in their case for their practical usefulness in connexion with the local industries; but such use is so rarely made of them in the case of girls, that solitary instances need not be taken into account. Book-keeping is occasionally taught, but to no very great extent, so that technical instruction for girls in Yorkshire in the sense I have just indicated must be confined to the study of domestic arts.

This study has been mainly promoted by the zeal and ability of the Yorkshire Ladies' Council of Education. They have established a well-equipped school of training in cookery, laundry-work, domestic economy, dressmaking, and needlework, at their central office in Leeds, and other local committees have formed branches of the council at Wakefield and Sheffield, and have established similar schools under local management. Through their exertions a growing interest in these subjects has been awakened, and girls from secondary schools who do not go to the University at the close of their school career are beginning in increasing numbers to avail themselves of the opportunities which these schools afford, not merely for the purpose of professional training, but also as a practical preparation for the duties of home life The ladies under whose supervision these schools are conducted have very kindly taken much trouble to procure me some statistics on these points. Their record of students does not of itself show how far these students were girls who were proceeding to the

domestic schools after finishing their education at secondary schools, but at Wakefield and Sheffield the secretaries were able after examining the list to eliminate other elements, which consisted mainly of married ladies and servants, and their returns include, to the best of their knowledge, none but such girls from secondary schools as I have described. All the students admitted are over 18 years of age, except under special circumstances. The return from each of these schools for the session of 1893 is as follows:—

—	Wood Carving.	Course of Millinery.	Course in Dress-making.	Training for Teachers of Dress-making.	Course in Laundry Work.	Training for Teachers of Laundry Work.	Course in Cookery.	Training for Teachers of Cookery.
Leeds	—	8	13	13	11	24	47	25
Sheffield	—	—	14	3	3	7	8	7
Wakefield	11	—	17	—	6	6	17	6

This scheme by no means represents the whole or even the chief work of the domestic schools, though it indicates that side of the work which bears most directly upon the problem suggested by your Commission as to whether it is preferable to add a technical side to the ordinary school in each grade, or to supply a special school with a curriculum leading up to the practice of the home arts or other feminine industries. I may, perhaps, be allowed to sketch briefly some of the other branches of labour which these domestic schools have undertaken as indicating the appropriate reply to your inquiry whether the wants of all social classes would be best supplied or not in a single institution.

Would the wants of all social classes be best supplied or not in a single institution?

In Leeds, in the course of the last session, 33 elementary teachers were trained in cookery, 28 of whom were successful in obtaining the special diploma granted by the Education Department in the case of certificated teachers. These classes were given under a grant from the West Riding County Council.

Six courses of cookery lessons and one of laundry-work have been given in connexion with Girls' Friendly Societies and Women's Co-operative Guilds. Six courses of health lectures have been given at mothers' meetings in connexion with the Leeds Sanitary Association, and nine courses of evening lectures in various districts. A course of wood-carving has been given on Saturday afternoons for working-boys. Free courses in cookery and dressmaking have been given to girls from Friendless Girls' Homes. Sixty public cookery demonstrations have been given at the Central School, Leeds, with a total attendance of 912. The students attending these demonstrations included married ladies, their daughters, servants, &c.

Instruction in cookery in public elementary schools—board, and voluntary—has been given in 19 centres to a total of 1,385 girls.

Courses in domestic economy and housewifery have also been arranged in connexion with two school boards.

Two hundred and seventy peripatetic courses of instruction in cookery, laundry-work, dressmaking, plain sewing, wood-carving, or health lectures have been given in the East and West Ridings of Yorkshire and in Leeds, in connexion with the County Councils of those administrative areas and with continuation schools. The number of pupils under instruction was 21,982. The students attending these courses are drawn from every social class. A great number are girls who have finished their school education and connected themselves with a mechanics' institute; in many cases where the mechanics' or technical institute has started these classes, girls from the continuation schools are drafted to the institute to save the cost of fitting up a room on the school premises. Many are members of the Girls' Friendly Society, many are mill-hands; some are young girls wishing to fit themselves for domestic service, others are already servants; many are married working-women, some are married ladies, many are young ladies living at home, a few are governesses. At the health lectures half the audience frequently consists of working-men, the remaining half is usually composed almost entirely of working women and girls.

Appointments have been gained in all parts of England by the students who have been trained at the Leeds School of Cookery since it was opened as a training school. They include permanent appointments under the School Boards of Leeds, Birmingham, Nottingham, Hartlepool, Plymouth, Luton, Tottenham, Exeter, and London, and temporary appointments under the County Councils for Northumberland, Lancashire, Durham, Suffolk and London.

In connexion with the Schools of Domestic Training under the Sheffield Branch of the Yorkshire Ladies' Council of Education large free classes have been given to mothers meetings, charity schools, &c. and continuation classes at various centres in the evening for girls and women under the Sheffield School Board and under Voluntary School Managers. Teaching has also been given in cookery and a little in laundry-work at the Voluntary Schools.

Elementary teachers have been trained at Saturday classes for the County Councils; 20 in 1893 for Nottingham and Derby. All these 20 gained a first class artisan diploma in the National Union for the Technical Instruction of Women.

This year some training has also been done for the West Riding County Council. In 1893 peripatetic courses for the West Riding and Derby County Councils were held at 20 different centres. Two "staff" teachers have been supplied for the Cornish County Council and two for the West Sussex County Council and others for elementary schools and technical classes at Oxford.

County Council scholars from Firth College (who are preparing for matriculation) come to be prepared at the School of Domestic

Training for Science and Art and Government examinations in domestic economy, needlework, and cookery.

In connexion with the domestic school under the Wakefield Branch of the Yorkshire Ladies' Council of Education. 140 pupils have attended cookery demonstrations. Cookery lessons have been given to the girls of St. John's Home, members of the Girls' Friendly Society, the women employed at one of the mills, and pupils of two evening continuation schools. The pupils of one of the continuation schools have had also a course of laundry-work lessons. More than 600 children have attended from the Voluntary and Board schools of the town and earned the Government grant for cookery. Laundry-work for children in elementary schools was finally introduced in October, and large classes attend every week. Lessons in needlework and domestic economy have also been given in the continuation schools. Peripatetic teachers have been employed by the Lincolnshire and West Riding County Councils at 28 different centres. "Staff" teachers for cookery and laundry-work have been sent into the county of Durham, to Crigglestone, and to Normanton for elementary schools. Of the teachers trained at the school three are permanently employed on the school staff, while others are teaching at centres in Hastings, Manchester, and Pontefract.

There is no doubt that it is chiefly owing to the exertions of the Yorkshire Ladies' Council of Education that these special technical schools for training girls in home arts have been promoted and appreciated, but I must not omit to mention that in many towns a technical side for girls has been also attached to the technical institute belonging to the town, and is used by women and girls of every social class. I have had occasion to mention how largely women students avail themselves of these institutes for the purpose of studying art. They have, however, also opportunities of studying home arts, of which they avail themselves, though not at present to so large an extent. Thus at Keighley I was told that several attended classes in wood-carving, cookery, and laundry-work, for the teaching of which commodious and well-equipped class-rooms had been provided. Similarly at Dewsbury, classes (both day and evening) were being carried on at the Technical Institute in cookery, dress-making, laundry-work, and millinery. There were 130 students for dressmaking alone. They were divided into classes of 16 pupils to a teacher. Similar classes were also held at Technical Institutes in Bingley and Shipley.

From what has been said it will be seen that the wants of all social classes are being well supplied in several towns of the West Riding in a single institution, and those experienced in the subject seemed unanimously agreed that this would prove the better method. I made special inquiries in many places as to whether any difficulties arose from social "mixture" in the practical working of these institutions, and I was in every instance assured that no such difficulty existed. The different hours at which the classes were held involved a certain degree of

difference in the social position of those who attended them, and, where students from all social classes did attend the same course, no difficulty had ever been felt about their studying together.

Organisation of a system of technical education for girls, regard being had to the varying wants of the different social strata (*a*) in urban (*b*) in rural districts.

The technical education given in these domestic schools and technical institutes seems likely to develope into such a system as will be best adapted for all the varying wants of the different social strata. Definiteness and systematic work, and such uniformity of standard as seems desirable, are largely promoted by the examinations for which pupils are prepared, *e.g.*, the examinations of the City and Guilds of London Institute, the London Institute for the Advancement of Plain Needlework, the National Union for the Technical Education of Women in Domestic Sciences, the hygiene and physiology certificates of the Science and Art Department, and the domestic economy certificate granted by the Society of Arts. In urban districts the central domestic school or technical institute would as a rule be sufficiently accessible for all. In very large towns two or three branches might be established in outlying suburbs. In rural districts it has been suggested to me by the Honorary Secretary of the Yorkshire Ladies' Council of Education that the requirements might be met to a great extent, as they are at present, by peripatetic teachers. Where distance or lack of railway communication makes this impossible, the difficulties might be met respectively by travelling scholarships and by maintenance scholarships.

What distinct provision for scholarships is required to meet the special circumstances of girls?

The need of scholarships to assist parents in poor circumstances to secure to their daughters any suitable secondary education is very strongly felt, both on account of the very small number of scholarships which are available for girls, and on account of the fact that owing to the small number and value of the endowments for girls' schools, the fees are sometimes much heavier in the girls' school, than in the corresponding boys' school in the same town. The sources to which girls in the West Riding are indebted for such scholarships as are now tenable at secondary schools are principally ancient endowments and the help afforded by the various local authorities. At Bingley there are six foundation scholarships reserved for girls attending elementary schools in the neighbourhood. At Bradford there are two entrance scholarships tenable for at least three years given by the governors for the children of parents resident in the borough. Parents who are able to pay the fees are expected not to allow their daughters to compete. The governors also sometimes grant free tuition at the request of the headmistress to able girls who could not otherwise stay on at the school. There are also scholarships to the university given out of the interest of 10,000*l.*, which has been bequeathed to the school for this purpose by the liberality of the late Sir Titus Salt and the late Mr. Henry Brown. At the Wheelwright School, Dewsbury, there are two entrance scholarships reserved for girls who have been for not less than two years scholars in public elementary

schools either within the ancient parish or the municipal borough of Dewsbury. There is also a sum of money (100*l.* a year) from the endowment to help boys and girls to some place of higher education, but it has not been so used at present. At the Drake and Tonson's Endowed School, Keighley, there are four entrance scholarships (Drake and Tonson) reserved for girls from public elementary schools. At the Salt Schools, Shipley, there is one scholarship-holder for every 20 scholars paying fees. The scholarships are called "Salt Scholarships." They are awarded for three years and are reserved for scholars from the Shipley board schools. These scholarships may be renewed. The Governors of the Salt Schools admit three scholars, boys or girls, from the Thackley Board School. Their fees are paid from an endowment provided by Sir Joseph Whitworth, who was born at Thackley. At Skipton the scholarship-holders must not exceed a certain percentage of the whole school. At present there is one entrance scholarship open to free competition, two to be competed for in the school, and four Petyt and one Dawson scholarship reserved for children from public elementary schools. At Tadcaster there are four scholarship-holders admitted by examination from the Board School to be free scholars from their entrance till they are sixteen. At Thornton scholarships are awarded to the number of 10 per cent. on the total number in attendance. These scholarships are reserved for pupils from public elementary schools in Thornton, Allerton and Clayton. At Wakefield there are 12 Storie scholarships consisting of 5*l.* and free tuition, reserved for girls from public elementary schools within the Wakefield district. A scholarship to the value of half the tuition fees is awarded to one girl in each class on the results of her year's work. The sum of 100*l.* a year is expended on scholarships to places of higher education.

The only other source (except these endowments which I have just described) from which help is derived by means of scholarships for the daughters of persons in poor circumstances, is money allotted by the various local authorities in the Riding.

The West Riding County Council have drawn up a detailed scheme which I propose to sketch briefly before attempting to show what further provision is still required for girls.

It seems matter of regret that none of the County Borough Councils have formulated any similar schemes, as there seems very general appreciation of the help and encouragement afforded to education by that of the West Riding County Council. I understand that they have from the first devoted the whole of the local taxation money to technical education. They have delegated their powers to a Technical Instruction Committee, which includes four or five persons who are appointed by the County Council as experts in education, besides members of the Council itself. The details of the expenditure of the local taxation money are left to this Committee.

As the term "technical" is held to include mathematics, sciences, modern languages, manual instruction, commercial history and geography, and every kind of drawing, considerable help has been given to ordinary secondary schools where instruction in these subjects is given, both by scholarships and by grants.

It does not fall within my scope to refer to the assistance given to secondary schools by grants from the West Riding County Council. I will therefore briefly indicate the scheme of scholarships, which has proved of large benefit to girls throughout the Riding.

The scholarships and exhibitions given by the West Riding County Council which affect the education of girls in secondary schools are of three kinds, viz., technical day scholarships, county scholarships, and county free studentships.

The technical day scholarships are designed to enable boys and girls to continue their education at grammar or other secondary day schools supplying technical instruction, such scholarships being intended, (*a*) to enable students on leaving primary schools to proceed to a secondary school, (*b*) to enable meritorious students to remain at secondary schools. These scholarships cover the amount of the school fees, and in order to put the outlying districts as nearly as may be on an equal footing with the place in which the secondary school may be situate, also provide for the cost of travelling within certain limits.

County scholarships are available for the Yorkshire College, Firth College, Owens' College, the Royal College of Science, South Kensington, and other schools and colleges giving higher technical instruction sanctioned by the Technical Instruction Committee. It has been considered expedient that these scholarships should be of sufficient amount to cover tuition fees, and also to make some provision towards the maintenance of the students so as to render them available for the industrial classes and for teachers. The highest in value have been fixed at 60*l.* a year. A further series of the value of 30*l.* a year is intended for special technical courses.

County free studentships are tenable at the Yorkshire College and do not include any allowance for travelling or maintenance.

The technical day scholarships are divided into two kinds, Class A. and Class C. The Class A. scholarships are reserved for such students as have not attended a secondary day school prior to the date of entering for examination and are awarded by simultaneous examinations throughout the Riding. The Class C. scholarships are assigned to students in attendance at a secondary day technical school and desirous to continue their studies. They are allocated to particular schools for meritorious students on specified conditions.

By the kindness of the Clerk to the Technical Instruction Committee I am enabled to give a table showing the amount of competition for such scholarships as are awarded by examination

and the number of scholarships which have been awarded annually for the last three years:—

	Technical Day Scholarships, Class A.			County Scholarships.								
				Class A.			Class B.			Free Studentships.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
1892.												
No. of competitors	848	282	1,130	67	10	77	65	18	83	17	10	27
No. of successful competitors	224	28	252	14	6	20	15	5	20	8	2	10
1893.												
No. of competitors	988	329	1,317	48	13	61	53	13	66	16	7	23
No. of successful competitors	162	36	198	12	2	14	10	4	14	6	—	6
1894.												
No. of competitors	903	323	1,226	62	15	77	49	19	68	16	13	29
No. of successful competitors.	134	21	155	10	—	10	7	3	10	5	5	10

	Technical Day Scholarships, Class C.											
	1891.			1892.			1893.			1894.		
	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.	M.	F.	Total.
Number awarded	36	14	50	47	20	67	39	16	55	Awards not yet completed.		

The kinds of scholarships needed for girls may be grouped under three heads—(*a*) Junior scholarships covering a part or the whole of the expense where the means of the parents are small; (*b*) Senior scholarships to enable girls to continue at school from 16 to 19; and (*c*) scholarships to some place of higher education.

There is a much larger number of junior scholarships than of scholarships of the other two kinds; but almost all have the condition annexed to them that they are reserved for pupils from public elementary schools. The condition is not so worded in the case of the West Riding County Council scholarships, but as public preparatory schools for girls (other than public elementary schools), form departments of the ordinary secondary day schools, children trained in them are not eligible as candidates.

In case it was intended that none but the very poorest should have Junior scholarships, and in case it were true that none but the very poorest attended public elementary schools, the advantage of this restriction would be obvious; but in the first place, scholarships without maintenance, such as most of these are would be of comparatively little use to

members of the very poorest class, and in the second place, as I have mentioned already, it is by no means the very poorest only whose children attend public elementary schools. Hence it follows that a temptation is held out to parents who are only moderately well-to-do to send their children for the earlier, and consequently for some of the most important years of their mental training, to a school which is by no means best adapted for a preparatory school in cases where there is any probability that the children's education may be carried on for some years after 13 or 14 years of age. In one town where I had the opportunity of conversing with some members of the School Board this danger was emphasised very strongly. "It is felt," I was told, "that the limitation of scholarships to pupils at "elementary schools is disadvantageous as leading parents to "give inferior education to a certain age in order to qualify "for scholarships. Parents allege that they must send their "children to elementary schools in order to qualify for scholar-"ships."

It seems, therefore, in order to counterbalance the disadvantageous influence on education which the restriction I have described has some tendency to exert, that it would be desirable either to make the restriction relate to the means of the parent and not to the place of education selected, or at any rate to throw some scholarships open, while reserving others for pupils educated at public elementary schools.

The West Riding County Council have taken some steps towards modifying the force of the restriction by their institution of Class C. scholarships. I constantly met with the strongest testimony to the way in which these scholarships were valued. "Class C. scholarships are most warmly appreciated "by the parents" was the actual answer received on one occasion, and it was confirmed in substance on numerous other occasions during my visits in the West Riding.

Still these scholarships are not sufficient in number to meet the needs of the case, and very few of them, or of the Class A. scholarships, are held at first grade secondary schools, so as to enable the holders to have any chance of a University course at Oxford and Cambridge, and thus to rise to the top of their profession in case they show a talent for teaching. The number of first grade schools, other than proprietary schools, in the West Riding is unfortunately very small.

The second class of scholarships needed for girls are what I have ventured to term Senior Scholarships, *i.e.*, such scholarships as would enable a girl to prolong her attendance at school from 16 or 17 to 19 years of age. It is matter of great regret to headmistresses who are interested in a girl's future welfare that want of means often prevents her education from being continued to the later age. The condition of girls is unlike that of boys in so far as teaching is the principal career open to them, and if they cannot afford to go to college, school has to serve for them not only as an educational but also as a professional

training. They may live at home for a time, but if circumstances ever compel them to contribute towards their own maintenance they find an immense difference between the position of a nursery-governess with no qualifications but the half-forgotten attainments of a girl of 16 and that of a certificated teacher who has studied at school long enough to be able to carry on her studies by herself. In a few isolated instances (as in the case of the Bradford Girls' Grammar School, already referred to) such help is forthcoming from the governors or friends of the school, but, as a rule, the only assistance provided has been furnished by the headmistresses themselves, in the form of student teacherships, which often have for one of their principal objects to secure to deserving and promising pupils an opportunity for the continuance of their studies, which they could not otherwise have had. The fact that this system in places of secondary education is frequently characteristic of girls' schools indicates the special need felt in them with regard to this point. Many students are indebted to it for the means of carrying on their studies sufficiently to win University certificates or to obtain remunerative appointments. I found that student-teachers were employed in three-fifths of the public schools, endowed and proprietary, which I visited. The remaining two-fifths of such schools were mainly second grade secondary schools, where there would have been no class of senior girls for the student teachers to work with.

Different schools, of course, differ considerably in the details of their arrangements with regard to the working of the system of student-teacherships. In adding a few comments on the system, I may, perhaps, be allowed to speak of it as it exists in the Leeds Girls' High School, with which I am most familiar.

Firstly, I should like to point out its value as a method of training. Where a student-teacher is studying for some particular subject, *e.g.*, French, she teaches that subject to backward girls to whom it is necessary to give extra instruction in it to enable them to overtake their class, and as she does so under the direction and supervision of her own French teacher, she acquires a knowledge of her teacher's system and methods, and is herself grounded more thoroughly in the grammar of the language. Student-teachers always at first give their lessons in a large class-room, where a class is also being taken in some non-lecture subject by one of the senior teachers, who can by her presence support the student-teacher's authority, and after the lesson give her any necessary advice and guidance on questions of teaching and class management, in which she has perceived her to be deficient. This arrangement secures that the student-teacher and her pupils shall be perfectly natural and unconstrained during their lesson. All corrections of exercises are carefully revised, and the defects in correcting pointed out. In some of the West Riding schools the student-teachres attend classes on pedagogy, and are prepared

for the Cambridge Teachers' Certificate or the Froebel Certificate.

I learnt from the headmistress of the Leeds Girls' High School that when she was applied to recently by a neighbouring school, in a case of sudden emergency, to spare an assistant mistress, as she was unable to spare one of her regular staff, she sent a student-teacher, who gave such satisfaction, that a permanent salaried appointment was offered her at the school directly a vacancy occurred.

Secondly, lest it should seem as though headmistresses ran a risk of sacrificing the interests of the school to the welfare of a few individual pupils, I should like to indicate briefly some of the ways in which the school is benefited by the services of these student-teachers. One way has been referred to already, viz, their value in enabling special help and tuition to be given to backward pupils. Another is their helping to maintain a high standard of work among the elder girls with whom they are fellow-students. The third and by no means the least important way is their helping to maintain a high tone both by their own example and by their serving as a connecting link between the members of the regular staff and the elder girls, and thus promoting that freedom of intercourse with older and more cultured women, which is so important for girls at a highly impressionable age in order to maintain in them a healthy and vigorous attitude of mind.

Still, the existence of student teacherships does not enable senior scholarships to be entirely dispensed with. Such scholarships, as the headmistress of a large school said to me, are most important in the case of clever, poor scholars.

It only remains for me to speak of the third kind of scholarships—those to places of higher education. In this respect Bradford occupies a unique position as being the only town in the West Riding, and I think I might almost say in England, in which opportunity for study at the University is secured to the deserving pupils of the local secondary school by the munificence of private persons. I was not surprised to find the headmistress speak in the strongest terms of the benefit which these scholarships confer. She spoke of them as "the making of the school," not only on account of the advantages which they afford to individual pupils, but also on account of their influence in raising the tone of work in the upper forms generally. It is much to be regretted, for the sake of girls' education, that nothing similar to the liberality of Sir T. Salt and Mr. Henry Brown has ever been known elsewhere. Here, again, in towns other than Bradford, with the exception of a few small endowments which have been used for this purpose, the West Riding County Council Scholarships are the only local means of assistance which exist towards enabling girls to secure the highest social and intellectual culture afforded by residence at the halls and colleges for women at Oxford and Cambridge, and even these higher scholarships are unfortunately limited by the

restricted powers of the County Council, so as not to be available except for students who are taking technical subjects. Thus, at Cambridge, the Natural Sciences Tripos is the only tripos recognised.

In some districts the demand for secondary education for girls seems smaller than it is for boys. What are the causes of this smaller demand?

In concluding this part of my subject it only remains for me to touch briefly upon the last point indicated to me in my instructions—the extent of the demand for secondary education for girls as compared with that for boys. Two-thirds of those whom I consulted on this question were of opinion that the demand for secondary education for girls was smaller than that for boys, and they were unanimous in considering the reason to be that Secondary Education was not equally remunerative in the case of girls, because they did not as a rule earn their own living. In one place only was I told that there was a greater demand for secondary education for girls, and the reason suggested was that parents who were willing to send their boys to elementary schools shrank from sending their girls there.

2.—*Relation of Secondary Education to Life Career.*

How far do girls trained in secondary schools, their parents and their teachers have regard to their future life-career, during the educational course.

I have already discussed in my introduction the subsequent careers of girls trained in secondary schools of various grades, and it has been seen that the majority live at home, and engage in domestic pursuits. As these domestic pursuits do not involve any special training in the secondary schools, provided that such training be given subsequently in special schools or Technical Institutes (as is usually the case in the West Riding), there is little regard paid either by the girls, or the parents during the educational course to future career. The only exception is where the parents wish their daughters to make teaching their profession. The headmistresses of several of the best schools take great pains to arrange such special courses as are adapted to the various individual needs of the pupils, not only in order to help those who are studying for teaching, but also in order to encourage elder girls generally to interest themselves in some congenial intellectual pursuit.

I was told at the Sheffield Girls' High School, that there were no less than 120 private time-tables in the upper school.

Are there any peculiar difficulties in the adjustment of educational preparation to life-career in the case of girls.

Under such conditions as exist in the West Riding, there do not seem to be any peculiar difficulties in the adjustment of educational preparation to life career in the case of girls.

3.—*Educational Organisation.*

What differences exist between the provision required for girls and that required for

The prevalent opinion of educational authorities in the West Riding seemed to be, that it was not desirable that there should be any difference in the general curriculum for girls and that for boys in secondary schools. It was pointed out to me on one occasion, that one of the great defects at present is the attempt to teach a large number of subjects simultaneously. As far as

I could judge, this defect seems more conspicuous in girls' schools than in boys'. What Mr. Bryce wrote in 1868, when speaking of girls' schools, is still only too true: "A girl passes so "incessantly from subject to subject, and spends so small a part "of her whole available time upon each, that her mind cannot "lay firm hold on or concentrate itself upon any." The disadvantage resulting from this arrangement is, I think, even greater among young children than among older girls, as they cannot be expected to possess equal strength of mental grasp. I was especially sorry to see that, owing to this cause, languages which require considerable concentration of mind, and deserve special attention on account of their great educational value, often have so small a time allotted to them, especially in the junior and middle school, that the study of them is hardly likely to serve educational purposes, to the extent to which it ought to do so. Apart from the training in accuracy, which the study of a foreign or dead language affords, and which can hardly be begun at too early an age, there is an immense saving in respect of mental fatigue, if the memory work, necessarily involved in learning grammatical rules and inflections, is mastered when children are young, and the memory is fresh and vigorous, instead of being deferred to a later age when such learning by heart is felt to be a drudgery. Moreover, it is not only accuracy of expression (and consequent accuracy of thought), it is not only fluency of diction and conception of grammatical ideas which are best acquired by the study of some unfamiliar language. There is also the weighing of probable evidence in order to interpret correctly the sense of a difficult passage, the development of the imaginative faculty in order to enter into similes and descriptions, and the acquisition of a capacity for realising the beauty of harmonious verse or of rhythmical well-balanced prose. It might be said that part of this could be acquired through English, but, in the first place, if a girl thinks she knows the language readily, she hurries on too fast and too carelessly to notice the structure of the sentences or to treasure beauties of thought and expression; and, in the second place, if she once acquires the habit of looking on English literature as "lessons" instead of "recreation," the average schoolgirl lays it aside with her school life, and takes refuge ever after in magazines and novels.

boys in (*a*) the regulations of a school.

I think it is highly probable, as a headmaster in the West Riding said to me, that languages are much better taught in boys' schools than in girls' schools. I asked the Principal of the Yorkshire College how much time a day ought to be given to the study of languages to ensure satisfactory progress. His answer was from one and a half to two hours. I must admit that his estimate is slightly in excess of what I was able to give when a headmistress, though not of what I feel to be desirable. I used to give an average of one and one-fifth hours a day throughout the school, except in the highest and lowest forms. The lowest had rather less time, and those who were making a

special study of languages a good deal more. Lack of healthy public opinion may make it difficult for a headmistress to limit the subjects taught simultaneously to the same pupil as much as she would desire, but it seems matter of regret that the time-table for young girls in the middle division of the junior school should be so much broken up, or else the proportion given to languages so small, as is the case in the following time-tables used in the middle division of the junior school in the high or endowed schools of several of the principal towns in the West Riding:—

Bradford. Class II. C.	Hours per Week.	Keighley. 5th Class.	Hours per Week.	Leeds. Class II. B.	Hours per Week.	Sheffield. Class V. B.	Hours per Week.
Scripture	½	Scripture	1	Scripture	1	Scripture	1½
History	1	History	1	History	1½	History	2
Geography	2	Geography	1½	Geography	¾	Geography	1½
English	6¾	English	7½	Reading	1½	English	2¾
French	2½	French	1	Dictation and writing	1	French	2½
Arithmetic	2½	Arithmetic	3½	French	1¾	Arithmetic	3½
Needlework	2	Needlework	1½	Latin	1½	Needlework	¾
Drawing	1	Drawing	1	Arithmetic	3¾	Drawing	1½
Physical exercises	1	Physical exercises	1½	Needlework	1	Physical exercises	1
Singing	1	Physical science	1	Drawing	1	Object lesson	½
		Music and singing	1	Geometrical drawing	½	Singing	½
				Gymnastics	2		
				Natural science	1		
				Singing	2*		
				*The second hour is optional.			
In the middle school the time given to languages is 2½ hours per week; in the upper from 4½ to 4¾ hours.		In the middle of the school the time given to languages is from 2¾ to 3½ hours per week; in the upper form 4½ to 4¾.		In the middle school the time given to languages is 4½ hours; in the upper school 6 hours or more.		In the middle school the time given to languages is on an average 5½ hours; in the upper school from 7¾ to 8½ hours.	

Another special defect of girls' schools in the West Riding to which my attention was drawn by the Clerk to the West Riding Technical Instruction Committee, was the great lack of suitable equipment for the teaching of practical science to girls. In their last annual report the committee say that "they find that "owing to the common lack of suitable equipment and to the "very small extent to which efficient science teaching is given, "girls are handicapped in the competition for these scholarships," *i.e.*, (the higher scholarships offered by the County Council). In some places, however, *e.g.*, the Leeds Higher Grade School, the Leeds Modern School, the Drake and Tonson School, Keighley, the Salt Schools, Shipley, and the Wheelwright School, Dewsbury, I saw good laboratories in connexion with the boys' department

or the Technical Institute, which either are, or shortly will be available for the girls' school.

The number of hours devoted to study in a boys' school is at present much greater then in a girls' school, and the general opinion seemed to be that it was desirable for girls to have shorter hours than boys.

Thus I found that the boys of some of the principal grammar schools spend 28 hours a week in study, exclusive of preparation, while 20 hours a week was the usual time similarly occupied in high or endowed schools for girls.

This difference in the number of hours is due to the fact that the girls often have time for preparation of lessons in the afternoon, while the boys attend classes in the afternoon as well as in the morning, and do all their preparation in the evening.

The greatest difference in the organisation of girls' schools and boys' schools is in the arrangements for play. In the boys' day-schools there is provision made for a playing-field, a regular games' subscription (which is often compulsory), and a definite organisation of outdoor games. Greater attempts are being made to promote school games for girls than was the case some years ago, but it seems very doubtful how far they are likely to be successful. The nearest approach to a definite organisation of games for girls is at the Wheelwright School for Girls at Dewsbury. There is a playground of the extent of an acre and four tennis courts. Play is compulsory, *i.e.*, every girl has to play once or more often in the week for a set at tennis in her recreation hours during the midday interval or after four. The girls also play cricket, and have matches with the boys. Cricket is very popular among the younger children. The older girls challenge the younger boys to hockey and tennis. Swimming is also compulsory. It is now included in the compulsory fee for athletics. The school has the public baths reserved once a week, and engages a lady teacher. These regulations have caused the development of an immense attachment to school sports. The girls stay till late in the evening, and it is difficult to get them to leave.

The Sheffield Girls' High School is fortunate in possessing an excellent playground of 5,258 square feet, with much more ample accommodation than is usual in girls' schools, and the Leeds Girls' High School has also a very satisfactory open-air playground (about one acre in extent), and a very handsome gymnasium where there is plenty of scope for playing games under cover in wet or wintry weather, as the gymnastic apparatus is moved out of the way and secured to the roof by means of pulleys. I may also mention Keighley, Saltaire, and Wakefield as schools where opportunities are afforded either for cricket or tennis.

Still there is much to be regretted in many places in respect of the lack of provision for healthy exercise for girls. Bradford, which takes the lead in the help which it extends to girls in their intellectual studies, is behindhand in this respect. The gymnasium is not satisfactory and there is hardly any open-air

playground. Deficiencies of this kind are still more common and more glaring in private schools, though there are special exceptions which are worthy of note. Among these exceptions I might mention a school at Harrogate, at which I saw a good open-air playground, one at Ripon, which has three tennis courts, cricket ground, and croquet lawn, and a fully-equipped gymnasium, one at Leeds, which has a good room for play in wet weather, as well as a large garden with tennis courts, and one at Rotherham, at which there is a tennis court, and a good hall for drill. I do not profess to give by any means an exhaustive list either in the case of public or private schools. I only mention a few which I happen to have visited.

In spite of the successful illustration to the contrary, which I have described at the Wheelwright School, Dewsbury, it seems very doubtful whether organised games will ever be able to occupy the same position in girls' schools which they do in boys' schools. In the first place, parents object to their daughters' being out late, especially if they have to travel by train, so that many could not stay for games after four o'clock. In the next place, many parents do not like their daughters to become members of school cricket or tennis clubs, either for social reasons or because they prefer them to spend their leisure time with their own family, and in the third place tennis, which is the most popular game among elder girls, admits of so few players at a time, that it would require a very large number of courts for all to be able to avail themselves of it even once a week in a large school.

As, however, it is essential for healthy physical development that the necessity of bodily exercise should not be disregarded in girls' schools any more than in boys', I am inclined to think that the gymnasium must always occupy a more prominent position in girls' schools to supply that exercise which boys take in the course of their games and athletic sports. As drill is, for many girls, the only form of vigorous exercise attainable, it is specially desirable in their case that it should be the best possible for the purpose of bringing into play and strengthening all the muscles of the body, without undue strain on any one part. I think I may say that there is a decided opinion in favour of Swedish drill and gymnastics as best meeting these requirements, as I found such drill employed both in public and private schools in the principal towns of the West Riding. Still, believing as I did, from my own observation of actual results and from the testimony of more than one physician, that Swedish drill had a specially beneficial effect, I was sorry to find that musical drill with clubs, poles, wands, and dumb-bells was still frequently to be met with in many schools both public and private, and that the drill was often conducted by those who had had no scientific training, and were therefore probably too unskilled to detect whether the exercises were having beneficial results or the reverse in the case of girls requiring special watchfulness. As the question of suitable drill is one of the very

gravest importance in the education of girls, I may, perhaps, be allowed to quote a brief account of the Swedish system as contrasted with the other methods of drill which I have indicated. It was furnished to me by a former pupil who has studied the system at the Physical Training College at Hampstead: "The " Swedish system claims to be the only thoroughly rational and " scientific system of physical training, its aim being the harmonious development of the whole body so as to produce the " greatest improvement both in physical and mental power.

" The order of the movements is arranged according to their " effect on the different organs of the body; the result of each " movement having been proved before being admitted into the " system. No movement is repeated too often, and they are all " done in answer to the word of command, so that the power of " will and brain over the muscles is increased, and a corresponding " improvement takes place in the brain. Movements having " anything of the same effect are never taken consecutively, so " that overtiredness of one part is avoided, and every part is " exercised in turn during each lesson.

" The first reason against the use of clubs, &c., is that if heavy " they are injurious (at any rate for girls), and if light there is " no object in having them. In a system where dumb-bells are " used, the greatest amount of work is given to the arms and " shoulders, while other parts are neglected altogether. The " movements are usually done to music, each one to its own " tune so that they become purely mechanical, and have no " educative influence on the brain. The movements being " almost confined to arm movements are few, and being few are " repeated too often, causing fatigue. The position of the hands " in grasping the clubs, &c., is cramped, so that instead of " becoming more flexible, they become stiffened. (I have the " testimony of several music teachers that the old system " prevented playing, while some of my girls, whom they have " taught, have perfectly flexible fingers, in spite of being good " gymnasts.)

" In the old system exercises for the trunk are very few, and " what there are often result in strains as they are done " incorrectly; in the Swedish system great stress is laid on " the importance of trunk movements done slowly and without " jerks, as they have a very great effect on the internal organs.

" One argument in favour of the Swedish system which " has weight with committees and heads of schools, where there " is no proper gymnasium, is the small space required in the " Swedish Free Exercises, where nothing is held in the hands, " compared with dumb-bell exercises.

" If clubs are used by children who have not a very firm " grasp, accidents sometimes result from the club flying out of " the hand and striking one of the other children.

" Delicate children used to be excused from the old forms of " gymnastics, but the Swedish system is specially adapted for weak " and delicate children, and is equally suitable for boys and girls.

I may, perhaps, also be allowed to quote the testimony of Prof. Clifford Allbutt, M.D., F.R.S., to whom I showed the above account, and who was for many years one of the governing body of the Leeds Girls' High School. Writing of the Swedish system, he says: "I have witnessed good results in those who "have practised it. I am quite prepared to believe all that "your old pupil claims for the system, and I regard her "reasons as sound."

The headmistress of the Sheffield Girls' High School, who has had a very wide experience for many years in the education of girls, is a very strong advocate of the importance of paying considerable attention to the physical side of a girl's education in consequence of the fewer opportunities for physical development afforded by games. She has in her school a special class for "remedial drill" for the benefit of girls who enter with physical defects, other than actual spinal curvature, which the mistress does not undertake to treat in the ordinary course. Professor Clifford Allbutt expressed to me his opinion that such "remedial drill" would be very valuable in selected cases, and curiously enough he suggested to me quite independently, as an additional precautionary safeguard, the very measure which Mrs. Woodhouse had told me, she would much like to see carried out, viz., the examination of all the girls, whether healthy or not, at stated intervals by a lady physician. When treating of the organization of schools for girls and of the special importance of suitable drill and gymnastics in their case, I cannot help calling to mind how much the Leeds Girls' High School is indebted to the exertions of one of its lady governors for the possession of the finest and best equipped gymnasium for girls in the West Riding, and I trust your Commission will pardon the digression, if I take this opportunity of saying—what I feel sure I may say with the hearty concurrence of many headmistresses—viz., how valuable a help has been afforded by the presence of a certain proportion of women on the governing bodies of girls' schools. The kind use made by such lady governors of their special knowledge and experience in all details of organisation affecting the health and comfort of teachers and pupils, their personal friendship and sympathy with the teachers (of whom many come at first as strangers to the town in which they work), and the encouragement afforded by their co-operation in any social gatherings or entertainments organised by the pupils contribute largely to the well-being of the schools under their care.

and (*b*) the organisation of a system of schools.

In the organisation of a system of schools it is the present practice, and one which seems generally preferred, to have the preparatory department for children under eight "mixed," and under the management of the headmistress of the girls' school. In schools where the boys' and girls' departments were closely connected, the exact age at which boys were transferred from the preparatory department to the boys' school seemed to be left, to some extent, for the headmaster and headmistress to

arrange between them in each individual case. The usual custom seemed to be to admit boys to the boys' school at eight years of age.

The differences I have indicated are not sufficient to present any difficulty in the organisation of "mixed" schools, provided such schools are thought desirable in other respects. Opinions seemed much divided upon the desirability of mixed schools. The headmasters of the Leeds and Halifax Higher Grade Schools both spoke strongly in favour of mixed classes. In the Leeds Higher Grade School there are mixed classes in the higher section, *i.e.*, above the Seventh Standard. In the Halifax Higher Grade School the pupils are taught in mixed classes in the second and third year course of the higher section. In some private schools I found that boys and girls were taught together up to 10, 11, and even 12 years of age, and the mistresses considered that the "mixed" classes worked very satisfactorily. On the other hand headmistresses who had charge of "mixed" preparatory departments did not seem generally in favour of retaining boys in their school much longer than is the custom at present, and some authorities on questions of education, who were theoretically in favour of having boys and girls taught throughout in "mixed" classes, seemed to fear that there would be a strong prejudice against such a system which would render it practically undesirable.

How ought these differences to be met in the case of schools in which boys and girls are taught in the same classes or schools where they are taught in classes kept distinct?

What limit of age, if any, is desirable in schools whose boys and girls are taught in the same classes?

I visited the Albert Road mixed schools at Shipley, though the subjects of instruction are those of a public elementary school, and therefore not within the scope of my inquiry, and my reason for doing so was that unlike the higher grade schools, where the classes were mixed, the head of the school was a mistress instead of a master, and all the staff were mistresses. As such an arrangement was unique in my experience, I was anxious to see how the school was conducted. I visited the school just before noon and had the opportunity of seeing the classes at work and of being present at the breaking up of the school. The order and discipline seemed admirable. There were 450 scholars, of whom the eldest were 13 or 14 years of age. I was told that the children were chiefly "mixed" in Standards I., V., VI., and VII. In Standards II., III., and IV. the boys and girls were kept apart, except in some oral lessons.

With regard to secondary schools in which the children were taught in classes kept distinct, *i.e.*, a boys' and girls' department under the same roof, but with a separate headmaster and headmistress, the hours for breaking up were sometimes different. The girls generally had a shorter mid-day interval, and the school closed earlier in the afternoon. This difference in the time of dismissing school in such cases was suggested to me as desirable by a lady who has taken a most active interest in promoting the education of girls in the West Riding.

With regard to the mixture of social classes the majority of those I consulted seemed to be of opinion that there was very

How does the mixture of social classes

work in girls' schools in small towns and country districts?

rarely any feeling among the girls themselves, but that a great deal of prejudice had existed at one time on the part of the parents, and that in many places it still continued to exist is large measure, though not to so great an extent as formerly. With regard to the girls themselves I think the prejudice in very rare indeed. At the Leeds Girls' High School I once received a visit from an artisan who was the father of a scholarship-holder, and who came for the express purpose of asking me to thank the mistresses of the school for the happy life his daughter had had in it. He said he had warned her at the outset that she might experience some unpleasantnesses, but that she had met with nothing but kindness, and he thought this was in great measure due to the example set by the mistresses, and he should be much obliged if I would thank them for him.

It must be borne in mind that the attendance of girls from this class was a rare exception at the Leeds Girls' High School, as there were only two scholarships for girls from public elementary schools, and those not annual. I know that some of those connected with the management of the school were of opinion that it would suffer a disadvantage in the estimation of the parents if the proportion of scholarship-holders to that of the other pupils were considerably increased. Apart from social reasons parents might, under such circumstances, have good cause to fear a deterioration of accent in a Yorkshire school. Whatever prejudice on the part of parents seemed to exist at the present time arising from purely social considerations was mainly, as far as I could judge, between those social classes where there was no very clear line of demarcation; it was, for instance, directed against those engaged in retail trade in the more expensive schools, and against those of lower standing in the cheaper schools.

The headmistress of a private boarding and day school in a small town told me that, in the letters she received from ladies who thought of sending their children, she was frequently asked if the daughters of tradespeople in the town were admitted to the school as day pupils, and that she had found it impossible to continue to admit them if she were to secure the children of other parents as pupils. At a public school in another small town, I was told that there was much greater social prejudice there than in large towns. Still, I must not omit to mention that there were instances to the contrary, and that in one small town, the headmistress told me that there was very great social mixture, but that no prejudice was entertained on the part of either parents or pupils.

Difficulties from wavering of parents between three views of the object of a girl's education, viz.:

There is no doubt that social considerations have great weight with Yorkshire parents still, because, as I have already indicated, preparation for social life is at present their chief view of the object of a girl's education. "The ideal of a cultivated mind has not presented itself to the mass of the community," was the answer I received in one place, where I suggested,

according to my instructions, that parents might waver between social life, such an ideal, and professional preparation in their view of the object of a girl's education. "Parents never waver," was the answer in another town; "they think of nothing but social "life as the object of a girl's education." I need not, however, multiply quotations, as I have dwelt upon this point in the introduction to my report. In a few places only did I learn that parents interested themselves in the preparation of their children for some occupation, and it was then generally for the profession of teaching.

(α) Social life. (β) Preparation for some employment or profession. (γ) The turn-out of a cultivated mind and formed character.

The only difficulty which it was felt might make it harder for girls than for boys to pass through the various stages of education was the lack of pecuniary facilities in the case of girls. The headmistresses, as I have said, take great pains to enable girls from elementary schools, as well as other new-comers, to adapt themselves as readily as possible to the curriculum of the secondary schools. This is done in several of the larger schools by a system of re-classification. This system is carried out most fully, perhaps, at Sheffield, where the school is re-classified for all subjects other than Scripture, History, Literature, and Geography, so that a girl in a high form may work with a low division in a subject in which she is exceptionally weak. New-comers have a very limited course in the first three terms. Their English is strengthened, and they probably begin French only in the second term, and, by means of reclassification, each additional subject is taken up subsequently from the beginning. Girls who can work up quickly have extra coaching so as to pass rapidly through the lower divisions. The difficulty in this system seems to me to be that of securing uniform teaching in the same subject. At Leeds, new-comers and backward girls take fewer subjects and have extra teaching in their weak subjects from student-teachers. Everywhere the special help required is provided by the headmistress on one or other of these plans.

Is the problem how to enable children to pass through the several stages of education easier or more difficult in girls' schools than in boys' schools?

4.—*Cost of Education.*

With regard to the cost of education, there seems to be generally a very strong impression that it is less in the case of girls than in that of boys, and that this is mainly or entirely due to the lower scale of payment to teachers. I found it, however, very difficult to secure such statistics as would satisfactorily establish these points. If the cost of education per head for a girl and a boy respectively be contrasted, one difficulty arises from the fact that rent of buildings is often included in the cost per girl, while it is only partially or not at all included in the cost per boy, because the buildings are provided by endowment Again, where the numbers in the two schools differ, the staff of teachers in the one case may be only just sufficient for the number of pupils now in the school; whereas in the other,

The cost of education for girls being assumed to be less than that for boys, how far is this due to insufficient or inferior equipment of schools for girls and how far to a lower scale of payment for teachers?

several more pupils might be admitted without any increase in the cost of the staff.

On the other hand, if individual salaries are compared, it is possible that a higher salary may represent a corresponding increase in the amount of work done, either in respect of the number of pupils taught by one person, or in respect of the number of hours a day during which the teacher works. I think, however, I am correct in saying that the average salary of an assistant mistress in a high or endowed school is frequently less by from 35*l.* to 55*l.* a year than the average salary of the assistant master in the corresponding boys' school in the same town, and that the cost of tuition per head to the school is consequently from 1*l.* to 3*l.* a head less in the girls' school than in the boys' school.

The difference in the amount of time given by an assistant master and an assistant mistress respectively to the duties of teaching, is mainly owing to the fact that there is less afternoon work done by mistresses in a girls' school than by masters in a boys' school. Without being an advocate for increasing the amount of work done by girls, I should be inclined to recommend strongly that the amount of time given by the mistresses should be equal to the amount of time given by the masters, and I do not think that the mistresses would object to this, if it were duly taken into consideration in apportioning their salaries. When I was visiting the West Riding, the importance of careful supervision of the preparation of lessons was strongly urged on me more than once by those who took great interest in education. Gradual training in the preparation of lessons seems specially important in the case of dull or young children. I have heard descriptions (elsewhere than in the West Riding) of the difficulties which children find in preparing lessons by themselves. I have even heard of a governess being engaged for the sole purpose of attending to the preparation. It seems to me that this ought not to be necessary if the school is doing its work properly. Speaking from personal experience as the headmistress of a high school for several years, I may say that there need be no difficulty in arranging for the personal supervision of the preparation of lessons by the assistant mistresses of the school. I found that the fair distribution of this duty was a simple matter of organisation, and was cheerfully assented to by my colleagues.

Are there any facts to show how the smallness of assistant mistresses' salaries affects the quality of the education given?

I have been assured by headmistresses that if the salaries, now generally low, paid to assistant mistresses were raised, there would be much less risk than there is at present of a school's efficiency being impaired by frequent changes in the teaching staff, which interfere with the continuity of the work. It has been pointed out to me, also, that in small schools expensively trained specialists cannot be obtained for as many subjects as is thought desirable, and that, therefore, some subjects probably suffer.

With regard to the question whether parents are willing to pay as high fees for girls as for boys, the more general opinion seems to be that they are not equally willing. The girls would only be provided for after all necessary expense had been arranged for the boys. I pointed out, that, in some towns the fees for the high school were as a matter of fact higher than those at the grammar school of the same town, but one of the answers made to me was, that the brothers of girls at the high school were often being sent to expensive boarding schools. I was told that out of the families which supplied more than 140 scholars to one high school for girls, there were only ten which sent the boys to the grammar school of the same place. Another answer which I received to this argument, was, that if parents were equally willing to pay school fees, they were not equally willing to pay University fees.

Are parents willing to pay as high fees for girls as for boys?

As a rule, local authorities are, I believe, willing to contribute as much per girl as per boy in the distribution of grants. No distinction is made in this respect by the West Riding County Council. At the Bingley Grammar School, the foundation scholarships are of equal number in each case, but the boys' scholarships are greater in value by 2*l.* per head. The local authorities seem, in some instances, to have been indisposed to grant as much money for the benefit of girls, as they have done for the benefit of boys, but even where the total number of grants or scholarships is much less in the case of girls, the value of the grant or scholarship per head is, I believe, the same.

Are local authorities willing to contribute as much per girl as per boy in the distribution of grants?

5.—*Competition.*

Girls' high schools and public endowed schools of a similar character, are liable to be affected by competition of three kinds, (*a*) that of the boarding school, whose high fee is thought to be a guarantee of "social selectness," (*b*) that of the higher grade schools, which offer the attraction of handsome buildings, handsomely equipped, cheap fees, and numerous scholarships, and (*c*) that of the private day school, which combines with the attraction of supposed superiority in "selectness" that also of cheaper fees.

How far are girls' high schools suffering from the competition of cheaper schools?

(*a.*) The more expensive boarding school is especially attractive to a class of parents whose only idea of education for their daughters is to secure "nice companions." A lady, who was at the head of a boarding school told me that this was the unconcealed object of many of the parents in sending their children, and this statement was borne out by some evidence from elsewhere.

Is it the case that girls' schools with high fees attract parents for social reasons?

(*b.*) There is a strong belief among many that higher grade schools are injuriously affecting secondary schools. There is no doubt that they are, in some cases, affecting cheaper secondary schools, and it is believed that they are affecting high schools to some extent. I think, however, that there is a tendency to

exaggerate the extent to which they do so. In the Leeds Higher Grade School, which enjoys great popularity, there are only 160 girls in the higher section. The rest of the girls (700 in number) are all in standards not greatly differing, I believe, from those of the ordinary public elementary school. In the second grade public secondary schools, in the same town, there are 132 girls of 13 years of age and upwards. There are also, I believe, many pupils drawn from a similar social class in attendance at inexpensive private secondary schools, but I have no means of estimating their number. In this estimate, I am not taking into account the High School for girls or the more expensive private secondary schools.

I am especially emphasising the numbers in the higher section of the Higher Grade school, because it is only in the case of girls who can afford to carry on their education beyond 14 or 15 years of age that there can be much competition between Higher Grade schools and the ordinary secondary schools.

I am aware that the figures which I have just given do not afford a basis for a perfect comparison. On the one hand though children in well organised schools pass much more rapidly through the standards than formerly, yet there may be a not inconsiderable number of girls upwards of 13 years of age who have not passed beyond them, while, on the other hand, there are many more scholarship holders at higher grade schools than at the secondary schools, and I presume that allowance should also be made for a certain proportion of children whose parents could not in any case have afforded a secondary school, though they can pay the fees at the higher grade school. Still, I think what I have said shows that there is a considerable number of parents of a similar social class to those whose children attend the higher grade school, who choose a secondary school by preference in spite of the additional expense. It might no doubt be argued that this is due to social prejudice. There is little doubt, I think, that this is true to some extent, but I do not think that it is a complete explanation. I think there are several indications which point to the fact that a higher grade school, where a fee is paid, is not considered an unsuitable school in respect of "gentility" for the children of the lower middle classes. At Halifax, for instance, I was told that many of the working classes objected to the fee at the Higher Grade school; there was nevertheless a strong feeling that the Higher Grade school should be kept a "genteel" school by the retention of the fee, because it was argued that it was only right that shopkeepers who paid rates should have a school distinct from the working classes. I was told that people even went so far as to object on this ground to the free scholars in the Higher Grade school. The idea that a higher grade school, where a fee is charged, is more for the benefit of the lower middle than of the working classes is confirmed by the attitude adopted by the School Board at Barnsley. The board there, as I am informed, proposed to establish a central school, but they

were not allowed to do so by the Education Department unless it were a free school. Consequently no such school has been established, for the board unanimously agreed that it would be monstrous for the ratepayers to pay for the education of the children of parents, nine-tenths of whom were able and wishful to pay a good fee. Moreover, they believed such a school would be largely attended by the children from the surrounding villages, whose parents would not contribute anything to such a school even by rates. Again, it is noticeable that in towns where little competition is experienced the higher grade schools are free. It is evident, therefore, that some parents, with whom "gentility" is a consideration, regard "gentility" as secured by the fee, small as it is, but would not send their children to a similar school, if there were no fee.

Under these circumstances I am inclined to think that there are other considerations besides social feeling which ought not to be overlooked in estimating the causes for the support given to secondary schools by parents, many of whom seem to belong to the same social class as those who are sending their children to a higher grade school in the same town.

One such consideration in the case of girls arises, I think, from the difference in the arrangement of the time-table. The regulations in the various public secondary schools in the West Riding differ in many details with regard to the hours of attendance and the time of day at which the various subjects are taught, so that it is impossible to give any brief account of their arrangements which shall accurately describe the rules in force in each school in every particular, but I think I am correct in saying that in many secondary schools all, or almost all, the class teaching in subjects involving close mental application is given in the morning. Attendance in the afternoon is not always compulsory, the teaching in the afternoon is frequently limited to subjects involving comparatively little mental effort, *e.g.*, drawing, singing, needlework, and gymnastics, and time is generally allowed for the preparation of lessons in which the girls occasionally receive valuable help from the assistant mistresses. In most higher grade schools the time of attendance at school in the morning is shorter than that usually required in the morning in secondary schools, but more time is spent at school in the afternoon, the whole of the afternoon is occupied with class-teaching, and a not inconsiderable amount of it is devoted to subjects which require much mental effort. I am inclined to think that attendance at classes which involve severe mental application is not desirable in the afternoon for young girls who have been similarly engaged in the morning also. I know that this view is held very strongly by many headmistresses in the West Riding.

Again, there is little doubt that the girls themselves, and I think in many cases the parents also on the girls' behalf, prefer the curriculum of the secondary school because the proportion

of time allotted to literary subjects is greater in it than in some of the higher grade schools, where more attention is given to mathematics and science. A curious indication of the wishes of parents with regard to the studies of their sons and daughters respectively was afforded me by the information given by the treasurer of a secondary school. He said that it was found that parents made no objection to paying the fee to enable their daughters to enter for the local examinations, though they were not willing to pay it in the case of their sons. He attributed this circumstance to their desire that their daughters should have such literary training as these examinations involve.

A third consideration which, I feel sure, has great weight, is derived from the difference in the proportion of teachers to pupils in a secondary school.

Parents are naturally desirous that their girls should in the course of their school life enjoy, besides intellectual training, the aid to their moral and social training which is afforded by frequent opportunities of personal intercourse with the teachers. Young girls are much more susceptible to the influence of those who are rather older than themselves than to that of companions of their own age, and are often, through a kind of shyness or fear of ridicule, more communicative to others than to members of their own family. If they are unable to have free intercourse with older people, as is sometimes the case in schools, where the opportunities of communication with the teachers, owing to the large number of the scholars, are few, they are apt to magnify trifles and to entertain one-sided ideas of their duty and their position.

So strongly was the importance of this free intercourse with their elders realised by the governing body of the Leeds Girls' High School that they have reduced the fees of the school to one-half in the case of any well-conducted girl who has completed two years in the sixth class. Such girls, mingling as they do with numerous student teachers and regular teachers of the school, are of great use in helping to diffuse a high moral tone. I do not doubt in any way that the teachers in higher grade schools have the power as well as the desire to refine and influence for good the girls with whom they come in contact; but I feel that it is to be regretted that the opportunities for contact with individual girls must, in many cases, on account of the numbers, be necessarily less frequent than they would desire.

I do not think that anyone can fully realise the importance of this question, who has not lived and worked in a girls' school, but I am under the impression that many parents do perceive the effect to some extent, even if they do not trace it to the exact cause, and I think it is the idea that a "home-like" school is desirable for girls, which largely helps in Leeds to maintain many cheap private schools as well as two second grade secondary schools, not to speak of a High School and

private schools with a heavier fee, side by side with a Higher Grade School which is handsomely equipped in every way, and which enjoys a high reputation.

Bearing in mind, then, such special considerations as I have suggested, connected with the physical, the intellectual, and the moral and social development of girls, and speaking of girls and girls only, I think I may venture to say that there are grounds for believing that their best interests are promoted by such schemes as enable girls from elementary schools, who can be spared for study for not less than three years after passing the Sixth Standard, to spend these years at a secondary school, and the Bradford School Board may justly be congratulated on the advantages they have secured to pupils in their schools by enabling them to obtain no less than 20 out of the 25 scholarships offered within the last ten years by the governors of the Bradford Girls' Grammar School. I have had testimony both from the Bradford School Board and from the headmistress of the girls' grammar school as to the satisfactory progress made by the pupils thus drafted into the secondary school.

The general opinion, however, in the West Riding, as I have already endeavoured to point out, seems to be that the case is very different with girls who cannot afford so much as three years for study after passing the Sixth Standard. Such girls could not acquire more than the mere rudiments of the new subjects of study begun in the secondary school, and the mere rudiments of a subject are of little educational value. A higher grade school, which carried on their education on the lines on which it had been begun, would obviously be much more useful to them. Girls who are leaving school at 14 (and I presume that such girls constitute a majority of the pupils at higher grade schools) ought to have a curriculum arranged in such a manner that very few new subjects are introduced in the last year or two of their school life, and none that they are not likely to carry on after leaving school. For this reason I think it would be much more useful to give a fuller English course, including a considerable amount of English literature, rather than to make a beginning in a foreign language; and in scientific studies to limit the pupils to such subjects as they may have a practical interest in pursuing subsequently. Here again I was struck with the wisdom of the Bradford School Board in arranging that domestic economy, physiology, and hygiene should be the principal subjects introduced in the upper classes of their Higher Board schools for girls. For boys in the West Riding physics and chemistry are no doubt valuable, because boys have a practical interest in carrying on these subjects for business purposes at technical schools after leaving the higher grade schools, but a curriculum for girls seems to me to be an ill-advised one, in which physics and chemistry occupy a prominent part, because girls who leave school at 14 cannot have mastered enough in the short time which they can give to these subjects to have

derived much educational advantage from them, and they are not subjects which they are likely to study or to apply practically after leaving school. On the other hand, the lessons on subjects connected with hygiene and domestic economy which I heard given at the Bradford Bellevue Higher Board school seemed to me to be peculiarly useful for a class of girls who are on the eve of being occupied in the pursuits of domestic life, and who might thus be led to take a sufficiently intelligent interest in them to apply them advantageously in their own homes, and to avail themselves of fuller subsequent teaching at a technical institute.

It is said that in some places schools with cheaper fees have so far improved in the nature of the education they give as to make it hopeless for more expensive schools in the same neighbourhood to compete with them. How far is this true?

(*c.*) I have little doubt from what I saw and what I was told in the West Riding that cheap private schools are the principal competitors with high schools. In some of the best of these schools the successes achieved by the pupils bear a creditable proportion to their numbers. In some of them more attention is given to languages than in the public schools, they have the reputation of being more "select," and in their case also I think there is the idea that they are more "home-like" than public schools (the very name of which sounds formidable to some parents). In no town, however, did I find it considered hopeless to compete with them, though in some towns it was admitted to be more difficult than it was formerly.

Some of the advantages which many high or endowed schools possess over the majority of private schools are not of such a nature as to weigh greatly with parents in their choice of a school. Physical education, for example—suitable provision for recreation and scientific drill—is not sufficiently appreciated at present. Parents do not realise the value of well-devised equipments, nor do they care sufficiently for the development of any special intellectual gifts, which their daughters may possess, so as to regret the lack, which not infrequently exists, of teachers who are distinguished specialists.

In conclusion, I am desirous to place on record my acknowledgment of the very courteous and valuable help which I have received from all persons, whether acting in a public or private capacity, to whom I applied for that information with regard to the condition of girls' education in the West Riding which I have endeavoured to embody faithfully in this Report.

I am, &c.
CATHERINE LUCY KENNEDY.

The Secretary,
Royal Commission on Secondary Education.

REPORT

ON

CERTAIN FEATURES OF SECONDARY EDUCATION IN THE UNITED STATES OF AMERICA, AND IN CANADA;

BY

J. J. FINDLAY,
ASSISTANT COMMISSIONER.

TABLE OF CONTENTS.

PAGE

INTRODUCTION.—Instructions, method of inquiry, and general plan of report - - - - - - - - - 339

Divisions of report - - - - - - - - 341

SECTION I.—*Certain General Principles which characterise American Education.*

(A.) Belief in the value of education:— - - - - 341

Results of this belief; no limit placed on the range of public education - - - - - - - 341

Abundant endowment by men of wealth - - - 342

Are the Americans over-educated? or are the possible evils of over-education counteracted? - - - 342

(B.) Education not yet sufficiently developed for the imposition of a uniform system - - - - - - - 344

(C.) The place of local self-government in Secondary Education - 346

(D.) Educational institutions cannot hope to be self-supporting, *i.e.*, maintained by the fees of pupils - - - 346

(E.) The common bonds which unite all forms of education, from the kindergarten to the university - - - - 347

SECTION II.—*The Kinds of Schools required, and the Work to be done by each.*

Inferior and superior limit to the range of Secondary Education—does not, in America, involve a separation of teachers into classes - - - - - - - - - 349

Difference between German, American, and English practice - 350

Special difficulties created by the degraded population of great cities - - - - - - - - - 350

The American high school described - - - - - - 351

Rural high schools - - - - - - - - 352

The city high schools, of several types—classical, scientific, &c. 353

Why the high schools are usually free schools - - - 353

Schools outside of the public school system - - - - 354

Proprietary schools scarcely ever found - - - - 354

Private and endowed schools not appreciably on the increase - 355

Opinion of Commissioner Harris, quoted at length - - 355

The situation in England is different - - - - 356

Co-education of boys and girls - - - - - 357

Women and men teachers both employed on the staff of the high schools - - - - - - - - 358

Additional duties undertaken by local school boards—particularly, provision for technical education - - - 359

Two questions raised by the demand for technical education - 359

PAGE

SECTION III.—*The Authorities to be created and co-ordinated, with the Functions and Powers which may be given to each* - 360

Table of the Functions which require to be provided for.

Authorities found in the American system—

(A.) Federal or National.—The Bureau of Education - - 361
Three main directions in which it operates - - 361
Defence of the institution - - - - - 362
Opinions as to its value - - - - - 362

(B.) State or Provincial.—The State Boards of Education—they illustrate the value of a number of independent provincial authorities - - - - - 363
Unfortunately the State Board has little authority over education - - - - - - - 364
What functions ought to fall within the sphere of a State or provincial board? - - - - - 365
Distribution of State school fund - - - - 365
State normal schools, schools for the blind, the deaf and dumb, &c. - - - - - - - 366

(C.) Local school boards, county, city, township. The unit of local school government should comprise several primary schools, and at least one high school, to which they will lead - - - - - - - - 367

(D.) City school boards - - - - - - 369

Modes of appointment of school boards - - - - 369

Distribution of functions between the various boards and officers - 371
(*a.*) Buildings - - - - - - 371
(*b.*) Teachers - - - - - - 371
(*c.*) Finance - - - - - - 371
(i.) Provision of funds for schools - - - 371
(ii.) Expenditure.—Scholarships, pensions - - 372
(*d.*) *Inspection.*—The office of Superintendent.—Relations between the Superintendent and the high school principal - - - - - 373
(*e.*) Admission from the primary school to the secondary school. The two opposite methods employed - 375
Employment of the simultaneous written examination - - - - - - 376
Admission from the secondary school to the university. Discussion of four different methods - 378
(*f.*) Control of courses of study - - - - 369

SECTION IV.—*The Professional Training of Secondary Teachers.*

Obtained from three sources:— - - - - - 380
(i.) From normal schools - - - - - 380
(ii.) From departments of pedagogy in universities - - 381
(iii.) From teachers' institutes and Summer Schools - - 383

SECTION V.—*Instruction in Religion and in Citizenship.*

In earlier times the Church and the State identified in the control of education - - - - - - - - - 384
Analogy from instruction in temperance and hygiene - - 385
The American high school does not deserve the epithet "irreligious" 385
Quotation from Report on American Education, by Rev. J. Fraser (afterwards Bishop of Manchester) - - - - - 387

PAGE

Many American teachers would be glad to introduce our English plan of unsectarian religious instruction — quotation from President Sharpless - - - - - - - - 387
Some injustice done to Roman Catholics; this seems to be unavoidable - - - - - - - - - 389
Instruction in citizenship—a consequence of State control of education - - - - - - - - - 391
Various methods employed to achieve the aim of civic instruction - 391

APPENDIX A.—Forms from the Regents' office at Albany - - 393
APPENDIX B.—Forms from the Education Department, Toronto - 401
APPENDIX C.—Per-centage of students privately prepared for college 405
APPENDIX D.—Religious instruction in Upper Canada - - 406
APPENDIX E.—Manual training—recommendations for Massachusetts 407
APPENDIX F.—Short reference list of papers and documents consulted for the purpose of this report - - - - - 408

Report on certain Features of Secondary Education in the United States of America, and in Canada.

SIR,

INTRODUCTION.

I BEG leave to submit a report upon my visit to America.

Instructions, method of inquiry, and general plan of report.

I received instructions on the 27th of August last to proceed to the United States and make inquiries upon topics embraced within the province of the Royal Commission on Secondary Education.

In the first instance I received a paper entitled "Heads of "Information which it is desired to obtain from the United States "of America," with a similar paper relating to Canada, and I was instructed to obtain a more complete answer to these inquiries than had already been obtained by correspondence. I came up to the office of the Commission in London, and examined the answers to this paper of questions which have already been received from some twelve prominent teachers and professors in the United States, and from Principal Grant, of Kingston in Canada.

I was also fortunate enough to secure an interview with the Chairman of the Commission, who gave me verbal instructions which enlarged the scope of my task. While giving due attention to the points raised in the "Heads of Information," I am to keep in view the whole ground of inquiry which is undertaken by the Commission, and, in order to enable me to judge of the questions at issue, I was supplied with various printed papers, by the perusal of which I may follow the lines of inquiry which the Commission is pursuing. The Chairman also pointed out that it would be necessary for me to conduct my work very rapidly, and to present my report early in the winter, and, since it may be difficult to complete a satisfactory statement within such a short time, the Chairman suggested that I should forward letters or portions of report on any topic, which seemed to me to be of importance; and, as I have spent a considerable time in the study of education in Germany, it was pointed out that I might profitably incorporate any experience I had thereby gained in questions where the comparison of German methods might be helpful.

Further, I was instructed to examine two reports which have, in previous years, been published under Government authority; the voluminous account of the common school system of United States and Canada, presented by the Rev. James Fraser (afterwords Bishop of Manchester) to the Royal Commission (1867),* and a brief account of American schools by Mr. Fitch, Her Majesty's Senior Inspector of Schools, printed by the Education Department in 1889.

Under the present circumstances, it has seemed to me that it would be of little service if I were to attempt to prepare a

* Question 8, in the "Heads of Information" is, I understand, intended to suggest a comparison between the conclusions reached in this report and the course of events in education during the interval. I found, however, that the written replies sent from America in answer to this question were not very helpful.

sketch of the organisation of Secondary Education in America, or to describe any institution and methods in detail; indeed, the short time at my disposal makes such a task impossible. I have followed an entirely different plan. Taking the topics embraced by the Royal Commission as sketched in the "Memo-" randum by the Chairman; an outline of the order in which topics may usefully be dealt with in the report," I have gathered together the evidence which American experience seems able to supply, keeping in view the situation of affairs as we find them at this moment in England. I have given a number of references to documents which have been offered to me on every hand in my journey, and which a longer time would have enabled me to make more use of. The greater part of my time has been spent in interviews with teachers, to whom I was introduced by letters from members of the Commission before leaving England, and by their aid I was enabled to meet with others whose experience and judgment are appreciated in their own neighbourhood. I may add that my inquiries have not been confined to teachers and professors; I have found it very profitable to meet State officials, superintendents and secretaries of boards of education, as well as lay members of such boards, and my impressions have been assisted by conversation with men and women who have no direct concern with the management of education, with merchants, with ministers of religion, and with parents of children attending schools. Here and there I have also had the advantage of meeting English scholars now settled in American colleges or universities; and I have found not a few American teachers who have familiarised themselves with our English methods, and who are able to offer valuable points of comparison between the plan of organisation pursued in the various countries of Europe.

I ought to add that I have everywhere met with a most cordial welcome, and the greatest pains have been taken to put me in possession of every kind of information that I sought, and I have therefore been able to prosecute my inquiries more rapidly than would otherwise have been possible in the few weeks at my disposal.* On my arrival in the country on Sept. 23rd, I first visited Washington and Baltimore, and spent several days with Commissioner W. T. Harris and his assistants in the Bureau of Education (see p. 361, below); since then I have visited, in order, Philadelphia, New York, Boston, and Toronto, spending a week or more in these cities or in their neighbourhood.

It is, perhaps, necessary to emphasise the point of view from which the pages that follow are written:—If they give the

* It would be ungracious of me not to mention the following, to whom I have been very specially indebted:—The Hon. W. T. Harris, United States Commissioner of Education; Professor W. James and Dr. Devine, of the American Society for University Extension, Philadelphia; Professor Frank Morley, of Haverford College; Professor N. M. Butler, President of the Teachers' Training College, New York City; Principal Ray Greene Huling, of Cambridge, Mass.; Professor Buell, of the Boston University; Dr. Melvil Dewey, Secretary to the Regents of the University of the State of New York, Albany; the Hon. G. W. Ross, Minister of Education, Ontario, Canada; and President Harper and Professor Richard Moulton, of the University of Chicago.

impression of a disparagement of our English education at the expense of what I have seen in America, this impression will be due to the aim which has been set before me. I have not attempted a critical estimate of American education—I have sought to *exhibit some of its merits* so far as these have a bearing upon the admitted deficiencies of Secondary Education in my own country.

Divisions.

§2. I propose, firstly, to indicate from the experience of America the kinds of secondary schools which appear to be needed in a complete public plan of education; secondly, to discuss the nature of the authorities, local and central, who should administer these schools, and therewith the distribution of their functions in relation to endowed and private schools as well as public schools; on which will follow the discussion of one or two special questions which seem to need more detailed treatment, such as the financial maintenance of schools, the entrance, and the leaving certificate. A separate section has been devoted to the training of secondary teachers. Within this scheme I shall be able to refer to the nine questions in the "Heads of Information," and to include the ground covered by the "Memorandum," so far as the experience of Canada and the United States seems to be of service.

Section I.

Certain general principles.

§3. Before entering upon these subjects, I desire to offer some general observations with reference to the principles which are at stake in the establishment of a system of Secondary Education. (A.) The contrast between ourselves in England as a people and the English race in America across the ocean lies mainly here, that in the most progressive States of America *the people believe in education*, and are willing to make sacrifices for the sake of their creed. I do not think that any one who has gone about among American schools and seen the mode in which they are supported and continually extended, could doubt that this faith in education is genuine and is distinctly characteristic of the most progressive parts of the country.

(A.) Belief in the value of education.

If it were not outside the purpose of this report, it would be easy to trace the origin and the growth of this idea from New England, where it had its birth, to the West, which has been created largely by emigrants from New England, and, since the war, to the Middle and Southern States, where the same faith is slowly being acquired. Now this belief in education has had two effects. Firstly, in the refusal to limit public schooling to the rudiments of instruction;* the high school equally with the primary school has been recognised as a part of the public plan of education. I have taken considerable pains to inquire whether the Press or the people show any signs of objecting to the heavy school taxes which are required to support high schools;† and, except in a few instances, I have always received the same answer—the common people believe in free high school education; every parent hopes that his own child may be clever

Results of this belief: No limit placed on the range of public education,

* Compare Fitch, Memorandum, p. 38.

† Compare Fraser's Report, p. 55, and elsewhere.

enough to be advanced to the high school, and perhaps afterwards to college, and the idea that Secondary Education is only for the well-to-do gains no foothold. Everywhere in the United States where I have travelled, the school tax is the most popular of all the local taxes, and in the North-West its range is extended even beyond the high school to the support of State Universities.*

and abundant endowment of education by men of wealth.

Secondly, outside of the scheme of public education, we have presented in the United States an almost prodigal liberality in the establishment and support of private educational enterprises. On every hand colleges and universities and technical institutes are bountifully supplied with the gifts of rich men, and it is evident that this stream of wealth is the result of a national sentiment in favour of education. We have no parallel to this generosity either in England or in any other country.†

In a later paragraph I shall recur to the question of private endowment. (§ 20.)

I desire to emphasize the importance of this abstract idea of faith in education, for it appears to me to indicate the only right basis for a public system of higher education. Our present system in England has been hitherto based upon another principle. We have seen that a minimum of elementary instruction, for children who cannot obtain it otherwise, is necessary to national safety and progress, and must be imposed by authority and paid for by the public, as we pay for police and for sanitation. Such a system needs to be either wholly administered or, at any rate, strongly controlled by a central authority, and such a system may properly be limited to the few branches of instruction which will achieve the aim desired. But it is wholly different with a nation that has learned, or is beginning to learn, its own need; the people of such a nation are competent, each in their own locality, to discover and supply their necessities, and they will refuse to limit their needs by any elementary code; they will vote for and will maintain many forms of Secondary Education for the public benefit, and they will adapt these institutions to their local needs far better than any central authority can do it for them.

Are the Americans over-educated?

Now it is quite another question whether this belief in education is justified by its results, whether, that is to say, the money and time devoted to the higher instruction of a large number of young men and women is really well spent, and the problem presented is the one proposed in Question 6 of the Heads of Information. "It has been said that the secondary schools "of the United States turn out a large number of scholars "whose circumstances would lead them to earn their living by "manual labour, and particularly by agricultural labour, but "who are unwilling or unfitted to do so, and have little prospect "of finding congenial employment. How far, if at all, is this "statement true?"

* In the West, however, the tax is comparatively light, because a large sum is appropriated to education from the proceeds of public lands.

† At Harvard 70,000*l.* per annum is regularly expected as fresh endowment, and all the successful colleges of the Eastern States look to similar bequests, in order to keep pace with the continually growing demands of educational development.

Now the idea that young people can be over-educated seems to be wholly alien to the American way of thinking, and, unquestionably, the evils which are supposed to result from over-education in Europe are not found in this country, for the social and economic conditions of American life are wholly different from those of Europe, and again, since education in America is a product of "the people" it has been rapidly adapted to the people's needs.

The evils of over-education counteracted firstly, by social and economic conditions peculiar to America;

By economic conditions I mean that immigrants do a large portion of the manual labour, and that the labour which is *not* performed by hired help is not regarded as beneath the dignity of a man or woman who has received a higher education.* With us in Europe, to be highly educated means to be brought into a higher social atmosphere, into a class which is dependent for manual aids upon lower classes. In America the tendency in this direction is, of course, observable, but not to anything like the extent as among ourselves, and thus the highly educated man or woman is not necessarily drawn into another social sphere, but is regarded as being better fitted for those pursuits in life to which he feels naturally attracted. If the American boy does not take kindly to day labour in the fields, it is because there are plenty of other people brought into the country to do that work, and he prefers to gain an education which will give him "directive power"† in a more intelligent walk of life. If, after his education, he returns to agriculture, he will not work on his farm as a day labourer, but he will direct machinery or direct the work of others.

secondly, by variety and breadth in the range of secondary studies.

The above is an argument which applies to a new country more than to an old country, but the second argument will apply equally to any country. The American tells us that we cannot give our children too much education, but we can give them useless education; and America illustrates more than any European country the need for continually *adapting our curriculum*‡ to the necessities of the times. No country, for example, has developed more rapidly or more successfully the method of manual training,§ first by means of the kindergarten in the primary school, and then by manual training departments in the secondary school, and by every kind of scientific and technical department in the university. This movement is now in course of development, and has proceeded with the greatest rapidity

* Numbers of students in American Universities pay the whole or part of their expenses by labour, such as typewriting, printing, taking care of lawns, &c. See Catalogue of the University of Minnesota, p. 55. This is the case not only in the West, but at Harvard and Yale.

† This is a phrase given me by the Commissioner of Education, Dr. W. T. Harris, who looks to the development of this "directive power" as one of the main purposes of higher education.

‡ In European countries it is still held by most teachers that there is, or ought to be, a fixed formal plan of studies which should achieve the ideal of secondary instruction for every child, regardless of his future calling in life, or even of his tastes. In America this mode of thinking is not often found. (*Vide* Report of the Committee of Ten, p. 53, Bureau of Education, Washington, 1893.)

§ For the latest information on manual training, we have a voluminous report by a commission appointed by the Mass. State Board of Education. I have given their recommendations in an appendix.

during the last five years. Professor Hinsdale of Michigan, in replying to the Commission on this question, looks to the cure of the evil, not by closing the high school doors to the labourer's child, but by preaching everywhere the real nature of education, and by convincing parents and the public of the benefits which good practical education will bring with it, not only for success in business, but for the higher pursuits of life.*

There is another country exhibiting the same firm belief in education, which we find in some of the States; I refer to Germany, and in Germany I venture to believe that the charge of over-education is justified. I think there can be no question that there are too many men in Germany who have received an education which opens the doors to a few select pursuits, and which closes the doors to many other pursuits. There are far more teachers, and doctors, and lawyers in Germany than the country can find work for.† I venture to think that this condition of things can only be prevented by placing the control of higher education more and more in the hands of local authorities, and by relying upon the people themselves; unless this is done, educational ideals will be set before the schools which have no correspondence to the necessities of life. The American Secondary Education, no doubt, fails to create as many scholars as we find in Germany, but it does start an interest in culture; it trains boys and girls to self-support and activity, it brings them into contact with social and civic life, and it leaves them with a freedom of motion which enables them to find a sphere and occupation in life, where the young man or woman trained in the German school is comparatively helpless.

Hence, the conclusion is reached that, while elementary education may properly be imposed upon a nation, public education of the higher type ought only to be organized in response to the people's demand, and hence it ought to be mainly under popular local control.

(B.) Our knowledge of education is as yet very limited.

§4. The whole problem of education is one which is only to-day beginning to be the subject of scientific treatment, and hence we cannot hope for finality in schemes for the readjustment of national education. While we find in other professions a fair consensus of opinion on means and methods, in education no such agreement can be found. Every conceivable variety of

* As an evidence that America was not educating too many high school boys, Dr. Harris showed me the results of an inquiry made by him when Superintendent of St. Louis, to discover the positions in life held by the "graduates" from these schools. To these boys education had simply meant so much increased capital to invest at high profit in a business or professional career. The problem is one which is capable of scientific statistical treatment; an attempt at such treatment has been made by the Director of Physical Training in Boston (Report to School Committee; School Document No. 8, 1894), based upon Dr. Farrar's Vital Statistics (London, 1885).

† In Ontario, I found that the same complaint was being made. The rural high schools are said to have given to farmers' children an education "above their station," and they have deserted the country to come and live in the towns. So long as a stream of immigration supplied their places with new agricultural labourers, the harm did not appear; but there is little immigration now, and trade is bad. The remedy for this is, surely, not to close the rural high schools, but along with the general education to teach practical arts, and branches of instruction connected with farm life, having a close relation to the future calling of country boys and girls.

practice is employed in different parts of the world, and even in different parts of the same country. Now the present century has witnessed in every part of Europe the establishment of school systems, more or less complete, creating permanent means of operation by which the child is to be prepared for life. These schemes vary very much in the extent to which they control the individual school or teacher, but they all tend in the same direction *to fix the forms of a school by the machinery of law or code.* Such a mode of procedure was inevitable at the outset, both in countries governed by a strong central authority, and in countries like England, where the desire for local independence was strong but where the national sentiment in favour of education was weak. But in America we have a striking contrast; in place of the codes and systems of Europe, every locality is master of its own educational machinery, and hence it is possible for new methods and ideas to have some chance of being tested by experiment. Up to the present time, it is probable that the results of American education, conducted on the popular plan and with little oversight from higher authorities, are poor compared with the results obtained under a good European system; but it is a different question whether the *ultimate* result may not be better. It is, at any rate, very clear that, if our present imperfect knowledge of education be once admitted, the United States has a better opportunity of discovering and developing new pedagogic knowledge, owing to the very want of system which characterizes its education.* The problem seems to be to organise a scheme which shall hinder inefficiency and waste, without hindering the development of educational ideas.

Hence, we ar not yet ready to impose a uniform system.

The want of systematic codes in the States, not wholly an evi

In the first half of this century, Germany was the great field for the production of educational ideas:—Pestalozzi, Froebel, Herbart, and a host of others, were free not only to meditate upon theory, but to test their ideas by the practice of the school. Since the strict establishment of the German school systems, these men have had few successors; and the best fruit of their labour is being inherited, not by Germany, but by England and by America. The kindergarten, for example, was banished from Prussia because the Prussian authorities did not approve of it, and it is only in these last two or three years that it has

Illustration from the history of the kindergarten.

* "Our system has a tremendous and overflowing vitality, which promises more " for the future than the well-fitted machinery of England. Did you ever live in a " country town during the week of a teachers' institute? It is a greater attraction " than the new railroad or the circus. The air is saturated with educational ques- " tions. The teachers, often of the same social grade as the best of the residents, " are received into the homes and made the central features of the excitement. " Better still, have you ever been to a State or National Education Convention? " The discussions do not strike one as being in the least shallow, or vaguely " general . . . . Thus, our country is permeated with educational life. " England does not know much of it. Her teachers do not read professional litera- " ture as ours do. They do not communicate popular enthusiasm for education as " ours do, although they are often more highly trained."—President Sharpless, of Haverford College, on the Relation of the State to Education in England and America (No. 87, in publications of the American Academy of Political and Social Science).

found recognition with the English Education Department; but in America it was easy for a single progressive town or city to make experiments with the method, and still easier for the success of such an experiment to lead to its adoption elsewhere.* I am convinced that there is in the minds of American teachers a desire to learn about education, a humility with reference to their present knowledge of the subject, which contrasts favourably with the attitude of the successful teacher in European countries. No doubt this humility goes along with a considerable amount of boastfulness about the results already achieved, and a conceit which is often not justified by the results; but this tendency to self-laudation does not hinder the eager desire to learn from every quarter.

(c.) Local self-government needed to achieve the aim of secondary instruction.

§5. These two observations lead to a third, to which I have already referred:—That education in all branches, elementary and higher, ought, so far as is consistent with its aims, to be directed by local authority, to rely upon local support, and to appeal to a central higher authority only within very guarded limits. Fortunately in England we have experience which justifies us in enunciating this principle. I take it that one reason why local authorities were given such large powers in the administration of the Technical Instruction Act, was because it had been found that our school boards had administered efficiently the more limited powers given them by the Act of 1870; and in America I have found no one who desired to see "the people" deprived of the great authority which they possess over the administration of education, although the weakness of the United States system, which lies in the lack of a State central authority, is usually admitted at the same time. I propose in later paragraphs to deal with the problem here presented in detail. Here I wish merely to emphasize the principle (to which, as I know, most English teachers are opposed) that Secondary Education needs popular control and popular support, if it is to achieve its aim.

Those who distrust local boards of education for fear of their ignorance of the subject, forget the rapidity with which knowledge on public questions is now communicated from place to place, and the ease with which those who desire can inform themselves as to the best available methods. The United States exhibits, even better than our Technical Instruction Committees, the possibilities in the way of training local authorities to understand educational problems. (Compare Fraser, p. 65, Note.)

(p.) Educational institutions cannot be self-supporting.

§6. No forms of public education can be permanently established on a self-supporting basis. This principle, which is

* See "Annual Report of Bureau of Education, 1891–2," for records of the increase of public kindergartens in American cities. It should be noted that, as a rule, the kindergarten teachers are trained especially for kindergarten work; it is not thought sufficient simply to give primary teachers a superficial acquaintance with Froebelian methods.

admitted in the case of elementary and of university education, has been denied in England in relation to Secondary Education, and it is true that, in some cases in England, successful proprietary schools have been established which pay their way, and which even return a dividend to those who have subscribed the funds; but I believe it could be proved, by careful inquiry into the history of English proprietary schools, that the proprietary system is one which cannot be regarded as a permanent type, even if it were desirable that it should be so. In America, as in Germany, on one dreams of establishing a plan of secondary instruction on a scale of fees which will cover the expenditure; either the public purse must meet the financial need, or men of wealth supply the place of State aid. There are, of course, both in America and in Germany, a number of private* schools which are self-supporting, and such schools have a most important function in a scheme of national education; neither in Germany nor in America do we find prudent educators who despise the work of the private school, or wish to see this form of education disappear. But their existence does not supersede the public duty towards secondary instruction, and the necessity for the establishment, in every part of the State, of public institutions which will supply the national need. These institutions, however, wealthy many of the parents may be whose children attend them, cannot be maintained by school fees alone. They have not been so maintained in earlier days, when the cost of education was confined to the provision of buildings, teachers, and text-books; still less can they be so maintained in these days, when the constantly expanding demands of education call for costly apparatus, of which earlier generations had no conception.

The function of the private school offers a special exception to the main rule.

§7. Finally, America is perhaps the only country in which the following principle is clearly illustrated—the principle of *the unity of all forms of education.* By this phrase I mean the doctrine that all institutions for educational work, from the kindergarten to the university, are part of the same system and need to be treated on the same general principles. Those who are engaged in this work are regarded in America as one body of teachers, whether men or women, whether professors in the university or teachers in the village school. The distinctions that have been made between the various types of education—represented by the term elementary, grammar, high school, and the like—are distinctions which only have a right foundation so far as they discriminate the various stages in the one educational process from childhood to manhood; so far as they have separated

(E.) The unity of all forms of education.

* I wish to use the term "private" in the English sense, to indicate what, in America, are known as private-adventure schools, that is to say, schools which are the private property of the principal. In America, however, the term "private" is used to indicate every kind of school which is not administered under the laws of the State.

teachers into classes, they are the result of earlier imperfect conceptions of education which have an historical basis, but no basis in sound thinking. There is little in the nature of things to justify the barriers erected by school laws and by custom between one section of teachers and another, and I saw much in close intercourse with German teachers to make me regret that German Governments maintain these barriers so firmly. I call particular attention to this doctrine, because it has been reinforced by the movements which are now taking place in American education. Only the other day, the most distinguished representative of the American educational world, President Charles Eliot, of the Harvard University, has taken occasion to enunciate this principle,* in order, as he says, to enable his university to do its work more efficiently, from the conviction that all sections of education need to be co-ordinated. The method by which he and others in America are seeking to secure this mutual understanding and co-operation is, not by setting on foot a detailed scheme of administration for the whole State controlled by a Government department, but by seizing hold of those points of contact where primary, secondary, and higher education meet one another, and by inducing teachers in each of these sections to join hands to the achievement of their common objects. The same spirit is shown in the National Educational Association, which is probably the most influential society of teachers in the world, comprising all ranks of teachers, from the university downwards. Its most recent task has been to set the various committees to work which have dealt with high school curricula, resulting in the now famous *Report of the Committee of Ten.* On similar lines the Ontario Educational Association has been organised, with departments for kindergarten, primary, high-school teachers, inspectors, and trustees. They hold some sessions of their convention together, and some in departments. (See Report of Minister of Education for 1892–3, pp. 110–115.) When this spirit of co-operation has once been established, it may be possible to develop a State system of administration which will provide a suitable basis for every type of school, without hampering the needful independence of the teacher and of the local authority.

At present the United States seems to be the only country in which the lines of demarcation between elementary, secondary, and higher education are kept in due subordination. In Germany the separation between elementary and secondary instruction is absolute, and in all countries which have received their educational impulses from Germany we find a similar distinction. I venture to believe that the United States have not lost by following the other principle. In England our secondary instruction, owing to its lack of organisation, is in danger of losing its own standing ground. On the one hand, the elementary school system has encroached upon its borders by means of

* "The Educational Review" (New York, September, 1894).

higher-grade schools; on the other hand, the older universities control it at every point by means of written examinations. Our secondary schools need to work out their own destiny, untrammelled on both sides, while co-operating closely with primary teachers and with university teachers.

Section II.—*The Kinds of Schools required and the Work done by each.*

Inferior and superior limit to the range of Secondary Education.

§8. In my inquiries in America to determine the limits of Secondary Education, I found that there was no universal agreement on the subject; for the public system places under local control three types of schools—the primary, the grammar, and the high school, and the commencement of secondary instruction lies somewhere in the grammar school. The primary school gives a five years' course of instruction up to the age of 9 or 10; the grammar a four years' course up to 13 or 14, which is succeeded by a high school course up to 17 or 18; and in some cases the same local authority will add a college course or a normal school course, carrying on the education up to 20 years of age; and at no period is any strict boundary line drawn prescribing that secondary instruction shall begin at such an age or end at another. Since, for various causes, instruction in American schools has proceeded at a slower pace than in European schools, a child who has completed the grammar school course at 14 has usually not advanced further than the European child who has completed the elementary course at 12; but, in order to reform this state of things, it is proposed not to commence the high school at an earlier age, but to introduce what are called secondary school subjects into the grammar school course.* Nor, as we have seen, is the distinction between elementary and secondary instruction maintained by a separate classification of teachers such as prevails in European countries. A large number of teachers in American high schools are women who have had a normal school training, and who have afterwards taught in primary or grammar schools, before taking a class in the high school. A school board, managing a number of city schools, may appoint either primary teachers or teachers who have been educated at college; a most important work in secondary schools is done by "college men," but there is no law which creates a distinction between one class of teacher and another. Hence the term "secondary" has only a vague signification in America; it is used in the Bureau of Education† to cover all schools above the grammar school, and Dr. Harris has made a distinction between primary and secondary education for the

The distinction between secondary and primary does not, as in Europe, carry with it the separation of teachers into classes.

* "Can School Programmes be Shortened and Enriched?" by Eliot, Macalister, W. T. Harris, and others (pp. 101–115, in Report of Proceedings of the Department of Superintendence of the National Educational Association, Washington, Government Printing Office, 1888).

† § 13, below.

purpose of his reports, similar to the distinction which prevails in European countries. He holds that primary instruction should be regarded as ending with a knowledge of the language, history, and geography of the home country, of arithmetic, and the first beginnings of natural science, and he terminates this period of study with the American Grammar school; but, as we have seen, it is one of the objects of reformers at the present moment to "enrich the grammar school course" by introducing higher subjects, such as foreign languages, algebra, physics, and the like before the child enters the high school.

Difference of practice in Germany, America, and England.

I have inserted the accompanying plan in order to illustrate the differences between several countries in determining the limits of secondary instruction. The United States and Ontario make the three grades of education consecutive. In Germany and in France elementary and secondary teaching overlap for some five or six years; in England the two courses run on different lines from the beginning.* I attach importance to the question of the inferior limit of Secondary Education, because it involves a determination of the financial support which should be given to secondary schools. If we presume that many secondary schools now existing may be supported in the future, or new schools may be aided, on a method similar to that of the Technical Instruction Act, by grants of public money. The question will be raised, whether, in apportioning such grants, allowance should be made for children under the limit of age at which it is decided to distinguish secondary education from primary education. On the American plan, our legislation would classify the kindergarten and the preparatory departments of our present grammar and high schools as a section of primary instruction, and would presume such children to be in primary schools up to the age of 14. On the other hand, the German and French system, while permitting the child intended for a secondary school to commence in the primary school, takes him away from the latter after two or three years, in order to prepare him separately for a special course in after years, and in England the secondary school does its work entirely apart from the primary school.

The American plan is democratic, for it delays as long as possible the division between the child intended for the university and the child intended for the workshop; the German plan tends to narrow and specialise its education at too early an age. My own opinion is that it would be better for all our English children to be educated together in the primary school until the age of 11 or 12, no secondary instruction being recognised by law before that age. The English practice of absolute separation has surely been injurious both to primary and secondary

* It is true that a considerable number of primary school children are now going forward at about the age of 12 into the grammar schools of large towns and into higher grade board schools, but this is only a recent innovation, and is confined at present within small limits.

instruction; the education of *young* boys and girls in our endowed and private schools is the least satisfactory portion in the whole field of Secondary Education. In this, as in many other problems of politico-social investigation, we are able to learn from our Greater Britain the trend of popular impulse among ourselves, and to forecast the conditions which are likely to environ us in time to come. If there is no valid reason in the nature of Secondary Education for separating the child of the professional man from the child of the working-man in the first years of school life, we may be sure that "the people" (to use the American phrase), as they gain a stronger voice in the control of national education, will not encourage this separation.

There is only one valid reason why a family of culture should object to permit its children to sit side by side with the children of a lower class—the fear of moral contamination; this reason prevails in those parts of the United States where such contamination is to be feared—for example, in the large cities into which low-class immigrants are constantly pouring, and in many parts of the South. Under such conditions educators can only combat the mischief by training teachers, who will understand how to watch over the habits and character of the little ones. Apart from such fear of contamination, it would surely be of benefit to the nation at large if our little children, of the rich and of the poor, in villages and towns alike, could be gathered in infant classes and set out upon their life's journey in company.

At the other end of the scale there is very little difference of practice between England and elsewhere. The superior limit of secondary instruction is determined at about the age of 18 or 19; in America it is often lower, but this is because the arrangements of the college and university are of a special kind which is not found elsewhere, and to which I need not further allude.

Description of the American high school.

§9. In comparing types of secondary schools provided in England and in America, we find that in England we have nothing corresponding to the American high school, and I believe that a large gap in our educational system would be supplied by providing schools of somewhat this type in England. The characteristic features of them may be described as follows:—

(*a.*) They are governed by the same school board that governs the primary schools, and are supported from the same funds.

(*b.*) They admit children by entrance examination after completing the primary and grammar school course, and carry on their education so long as the parents wish, sometimes until they are ready to enter college, but more often up to about the age of 16; that is to say (to use our English phraseology), many of them are first-grade secondary schools, but most of them are second-grade schools.

(c.) They are found almost everywhere, in the country as well as in the large towns, as an integral part of the public school system.

Rural high schools.

Perhaps the most encouraging feature to be observed in the development of American Secondary Education in the last 20 years, is the growth of small high schools in country districts, and the desire of the people to have these schools and their willingness to pay for them. In New England such schools have been established for many years, but in the Middle States the movement is of more recent growth. Such rural high schools, no doubt, lack many of the advantages of a large city school, but their work is by no means to be despised;* the boys and girls that attend them very often come from a distance of three or four miles; in Massachusetts the law now compels a township which has no such school to pay for the conveyance of its high school children to a school in the nearest township, and to contribute towards their education there.

The curriculum of the rural high school usually includes Latin and a modern language, but scarcely ever Greek. The Principal is very often also appointed the Superintendent of the elementary schools in his township, and thus the work of the three grades of schools—primary, grammar, and high—is co-ordinated. Such supervision is, of course, not sufficient by itself; as we shall see below, the lack of proper inspection is one of the main deficiencies in the American school system.

The city high schools.

The city high schools are usually large buildings, often containing hundreds of children. The schools of the city of Boston may be taken as a type of the rest; there is, first, the Latin school, which is distinguished from the rest by teaching Greek and offering special preparation for the university; there are the English High schools, which include Latin in their course, but pay most attention to Mathematics and Natural Science, and there is the Manual Training school, which devotes half of its time to drawing, metal work, or wood work, and the other half to mathematics, literature, and science. This last type of school is novel, and has still many enemies, but I have found that most writers on education in America have given it their approval.†

In the United States these high schools are always free; in Canada a small fee is usually charged, but the fee is never so heavy as to prevent a poor boy from attending, and I am told that it is possible to get a remission of the fee in cases of special necessity.

The discussion on over-education in a previous paragraph will have served to answer, from the American standpoint, the objec-

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* See, for example, reports from Principals in Annual Report, 1892–3, of the New Jersey Board of Education.

† It may be compared with the École Diderot in Paris. See Fitch, Memorandum, p. 29. In the list of reports I have included accounts of some manuel training schools and papers relating to them.

tion to free schooling. When I have asked an American why the son of wealthy parents should get his schooling for nothing, it has been pointed out to me that the parent pays a much larger proportion of the school tax than poor parents have to pay, and he adds that the high schools are really maintained by the wealth of the country for the benefit of all, rich and poor, who need them.

The high school usually a free school.

It certainly appears that the question of school fees, as a consideration in the provision of public education, has but small weight in a democratic country. In Germany fees are, as a rule, demanded even in the primary school; but parents who privately give evidence that they cannot afford to pay the fee have it remitted to them. When once it is granted that Secondary Education cannot be self-supporting, and when it is further granted that children of promise ought to be encouraged to mount the educational ladder, there seems little reason for embarrassing the school organization by a complicated system of fees.* Our English system of remitting school fees by means of competitive scholarships presents many undesirable elements, which our foreign critics are more prone to deplore than English teachers are to admit. It is sometimes overlooked in England that the parents of poor children are not likely to keep the children at school longer than is necessary, even if the secondary schools charge no fees at all; for the burden of maintaining the child at home in place of sending him into trade is a serious deterrent, unless both the parents and the child are willing to make sacrifices. What I have seen and learnt of the American popular high school system convinces me that our English people ought to *have liberty to tax themselves* for such an object, and ought to be encouraged by State aid to establish high schools for themselves *whereever a popular demand for them arises.* It is characteristic of the American system that these schools are being placed within everyone's reach; it is considered worth while to establish a high school in a township, although only 40 or 50 children are likely to attend it.

There are no statistics in America to enable us to determine what proportion of secondary school children are in boarding schools; but I imagine it does not rise to more than 5 per cent., while in England we have at least 50 per cent. in boarding schools. It is held by many English teachers that it is an advantage to the child to be educated away from home, but looking only at the matter of cost, it is clear that the English parent pays many times more for the boarding school education of his children than the American pays in the school tax

* If it is possible to speak of "tradition" in America, it would be fair to say that there can be traced a tradition of free high school education in America, from the time when the first grammar schools were established in Boston and elsewhere. This was a tradition brought from England in days, when free education was not so distrusted as it appears to be in the present century.

which provides for the high school education of his children. I do not feel at liberty in these pages to discuss the controversy of the boarding and the day school; but I think it will be generally conceded that there is a demand amongst English parents for good day schools, and there are some eminent teachers who hold the opinion that the peculiar educative features of our good boarding schools can be in a measure grafted upon the day school system.*

Secondary schools outside of the public school system.

§10. Outside of this public high school system, we find in America all the types of English secondary schools, except the proprietary school. I have inquired again and again in the Eastern States to discover whether there are any schools or colleges which are established on the joint stock plan and which pay dividends; I have found that occasionally schools have been established by means of shares, but in none of the cases of which I heard did the articles of agreement permit the payment of a dividend.†

Proprietary.

There are, for example, in Pennsylvania some dozen State normal schools established to give a boarding school education to elementary teachers and to others; these were built by means of the subscriptions of people interested in the prosperity of their own neighbourhood, and the State Board of Education gives them a helping hand: half of the trustees are elected by the stockholders, half are appointed by the State Board, but no dividend is paid; the whole of the profits are spent upon the improvements of the education.

Endowed.

Endowed schools are of many kinds, but they bear a small proportion to the high schools; they are absolutely independent of the State Board, and if there are abuses in their management no public authority is capable of correcting it; nor does such interference seem at present to be necessary, because their prosperity depends upon their being able to offer an education equal to that of the high school; the best of them, of course, being amply endowed with funds and charging high fees to parents, are able to give a better education than that of the high school, and these schools are known as "fitting schools" for Harvard, Yale, or Princeton Universities.

I have already pointed out that these schools, including the private adventure schools, are all called "private schools" in America; and the question is sometimes asked whether the feeling in America is not growing in favour of private schools as opposed to the public school system.‡ I discussed this question very fully with Commissioner Harris, who, through his statistical bureau, is able to judge accurately of such a movement:

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* I refer to the proposal, carried into effect at Clifton, Bedford and elsewhere, of giving "town" boys the benefit of the house-tutor system.—See "Journal of Education" (London), Sept. 1884; also Sir J. Crichton Browne, in "The Book of Health" (Cassell & Co., 1885).

† In Canada there are several proprietary schools on the English plan. I had no opportunity of making inquiry as to their success, financially or otherwise.

‡ Question 9 in the "Heads of Information" runs as follows:—"Has there "recently been any considerable increase in the principle of private schools in your "State? If so, to what do you attribute this increase?"

he made it clear to me that the slight increase that had been observed in private schools some three years ago, although considerable in itself, was very slight by comparison with the immensely larger number of public schools; the disproportion between the two is entirely different to anything which we have in this country. The reasons for an increase in private schools in America, when it occurs, are special.* (*a.*) Parochial, Roman Catholic, or Lutheran schools will, in one State or another, be sometimes provided in opposition to the public *elementary* schools; and, indeed, the only opposition to the public school system of America comes from the Roman Catholic Church.† (*b.*) In the cities an increase of wealth causes an increase of private *secondary* schools, for people of means often prefer to indulge their personal tastes in the education of their children; on the contrary a period of bad trade sends the children back to the public schools. (*c.*) When the public school system is notoriously inefficient or is deficient, then the private school supplies the need.

Not appreciably on the increase.

"The private school provides for certain needs that the public schools cannot or do not provide for in some localities. There is a margin, therefore, for this kind of education, and it is likely to increase slightly with the increasing wealth of the country. Probably its maximum limit is somewhere in the region of 16 per cent., or 1 in 6, a limit already reached in some States of the North Atlantic Division.

Opinion of Dr. W. T. Harris.

"The feature of the private school that causes its increase with the increasing wealth of the country is not so much that it provides for the separation of one caste from another, nor in that it provides for religious instruction within the limits of a particular denomination, but that it provides for exceptional cases. Wealthy people are able to gratify their peculiar notions as to the course of study and the kind of discipline that they desire for their children. The private school depends upon personal or corporate enterprise. This enterprise is on the look-out for new subjects of study, new methods of teaching, and new preferences in any direction. It caters for special needs and tastes, offering new devices while they are in the doubtful stage of experiment.

"When the private schools have demonstrated the utility or general popularity of any new departure, the public school boards and superintendents gradually introduce the improvements into the schools supported by taxation, and the private schools lose the pupils that had been attracted to them by their specialities. This is the wholesome feature in the private schools; it saves the bulk of the school system from wasteful experiments. One need only think of the process now going on with reference to the kindergartens, manual training, physical exercise, cooking schools, natural science instruction, and such new movements which are slowly or rapidly gaining a foothold in the public schools.

"Again, the private school is a safety valve in many ways. When the school boards or school committees become niggard in providing good teachers and commodious school buildings by a sufficient outlay of money in salaries and building funds, the best teachers are drawn off into the private schools. The majority of the people see this result with uneasiness, and a change is soon effected in the membership of the school committee by popular election.

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* Question 9 in "Heads of Information":—"Has there recently been any considerable increase in the number of private schools in your State? If so, to what cause do you attribute this increase?"

† See below, §27.

"On the other hand, capricious parents who furnish an element of perpetual friction so long as their children are in the public schools, find what they are seeking in the private schools, and can get the requisite variety by changing from one school to another as often as they like."—W. T. Harris (Commissioner of Education) in article "Education in the United States" Shaler's "The United States of America."

I found that Dr. Harris's views were, in the main, those of other teachers, including private schoolmasters, whom I once or twice had the pleasure of meeting. I have found no signs of antagonism between the private schoolmaster and the public schoolmaster, such as sometimes shows itself in England; the place and function of both are recognised, and in the North-West, where scarcely any private schools are to be found, the opinion is expressed that the educational system suffers by their absence. But, on the other hand, no one suggests that the private school system should be incorporated by means of State aid with the public school system; the distinctive virtues of the private school appear in its absolute independence of State control and State support.

The situation in England is different.

There has never been in the States a condition of things similar to what we find in England, where one-half of the Secondary Education is being undertaken by private school teachers, and it would obviously be a great hardship and injustice to establish within a brief period a large number of public institutions, which would deprive these teachers of their bread. It would surely be possible to permit local school boards to establish high schools at low fees—subject, however, to the consent of some central educational authority, which would be charged by the legislature with the duty of seeing that such injury to honourable private enterprise was avoided, or that the private teachers received adequate compensation; and perhaps, as has happened in some parts of New England, struggling grammar schools and private schools might here and there be taken over into the public school system.

It ought to be observed that the public high schools of America do not supply the whole demand for Secondary Education; in some quarters the people would not pay more than they are now paying in taxation, in other quarters well-endowed private schools already exist; but in the most progressive States the aim is always made to admit every child, whose parents wish it, to enter the high school, and the plan, which prevails, *e.g.*, in Philadelphia, by which grammar school children can only enter the high school through a competitive examination, is condemned elsewhere.

The distinction which we attempt to make in England between first grade, second grade, and third grade schools, is not regarded in America as so important, partly because every school desires to make the most of itself and dislikes to be classified as of lower grade than its neighbour. There is, however, a considerable movement in favour of defining more strictly the scope of each kind of high school.

I venture, then, to urge that our principal need in England is for a number of people's high schools, mainly of the second grade, and of such low fees that the poorest children can attend if they will. Such schools will probably also be attended by the children from cultured families, for the degrading influences which *may* come from contact with gutter children in the primary schools will not affect the high schools, since such children will never rise beyond the primary grades. These high schools would offer curricula adapted to modern needs, not only for pupils intended for the university, but still more for those looking forward to commerce and manufacture. And not the least important of the functions of the American and Canadian high school is to give a secondary education to those intending to teach in the primary schools.*

Side by side with these schools the endowed schools would continue to flourish, and ought to look for support not only to State aid but to the generosity of the wealthy; indeed, I greatly doubt, whether in England or America, Secondary Education will be adequately supplied out of public taxation; even the public high schools are now beginning to look to private wealth, through gifts of school buildings and libraries,† in order to supplement the public exchequer; and there is no reason why such gifts should not be devoted to public education, as readily as they are given for a park or for a People's Palace.

Co-education of boys and girls.

§11. Here is the proper place to deal with the question of the co-education‡ of boys and girls. There can be no doubt that the general public opinion in the United States and in Canada is in favour of co-education; the immense majority of American boys and girls have been educated together at all stages of school life, and it is only here and there that exceptions are found to this rule. The Bureau of Education is now publishing a report on the question, containing the opinions of a large number of teachers and of well-known men and women outside the school, and it is clear that those who distrust co-education are few in number; I am convinced, however, that this minority, although small, includes a number of very thoughtful and anxious teachers who have watched, perhaps with greater solicitude than others, the development of character in the young. I met a few such teachers; one, the principal of a New England high school attended by some 500 hundred boys and girls, admitted that his position involved grave responsibilities,

* "More high school pupils look forward to teaching than to any other immediate occupation. The rural districts draw more teachers from high schools than from any other source."—Report of Inspector of State High Schools, 1894 (Minneapolis, Minnesota).

† As one example out of several, see, in Report of the Cambridge School Committee, an account of the Manual Training High School, presented to the school committee by its founder, Mr. Rudge.

‡ Question 1 in the "Heads of Information" reads:—"What is your experience "in the education of boys and girls in the same day schools, or in the same day "classes? (2.) What is your opinion of the working of the system, and as to the "conditions most favourable to it as regards age of scholars, and size of school?"

—yet, on the whole, he thought that the advantages of co-education outweighed the disadvantages, if the school were in the hands of conscientious and vigilant teachers: and, although feeling these anxieties for pupils during the high school period, that is to say, between the ages of 15 and 18, he saw no serious danger in co-education at college. On the other hand, I found that an ex-president of an important women's university realised the serious dangers in co-education during the college period, but desired to see boys and girls educated together until they came to college. Hence I should conclude that a certain amount of uneasiness among thoughtful persons is felt on the subject, especially in large cities where children are less under the eye of parents than in the country; but that everyone, without exception, approves of boys and girls being educated together *until* their high school age. The only possible objection to this plan might be found in very low and crowded neighbourhoods, where children might come from vicious homes.

In view, then, of the possible establishment of high schools in England, I think American experience would at least justify us in establishing high schools for boys and girls together where a scanty population permit only of one school. In Canada, Ontario follows the American plan, Quebec the English plan, and I found that in Ontario the advisability of the American plan is scarcely disputed.*

Employment of men and women teachers.

Allied to this is the question of the employment of women or men teachers in high schools; and I venture to urge that it is almost as important as the question of co-education. England is, perhaps, the only country in which it is the custom to exclude men teachers from a share in the education of girls; and America differs from Europe in giving women teachers a share in the education of boys. I found opinion in America to be somewhat as follows: It is advantageous for boys to be brought, to some extent, under the influence of women teachers during the whole period of school life, and for girls to be taught, to some extent, by men teachers. No doubt, however, women teachers are employed too extensively in the teaching of boys,† and simply because they can be paid lower salaries; but the entire exclusion of women from boys' schools would not be regarded with favour, in any section of school work.

The women teachers, it is said, usually excel in patience and steadiness of application to the *details* of school work, whereas men teachers are needed for organizing and directive power; my own conclusions, from what I saw in America, certainly

* It should be noted that co-education can be much more safely adopted in an educational system where children are educated together from the first years of school life, and where society, as in America, has become habituated to a less restrained and watchful attitude towards the association of young people of opposite sex. It would probably be unwise for a high school to educate together boys and girls who had not become accustomed to education in the primary school.

† In the States a mixed city high school will usually have about one-quarter of the staff men and the rest women; in Ontario the proportion is the other way.

confirm this estimate. I believe that if women teachers in America evinced more power in organisation, they would more frequently be placed at the head of large schools.

Other duties undertaken city school boards.

§12. It should be noted here that the primary and grammar schools, and the various forms of the high school, do not cover the whole range of city or county school boards. The attempt is made in most large cities to do something for the needs of special classes: (*a.*) For pupils who have special deficiencies, for example, the deaf and dumb, and the blind; and for disorderly children who are unfitted for the ordinary school. (*b.*) For students desiring to be trained as teachers. Most large cities have their own normal schools, although it does not follow that all the teachers of the city are required to have passed through them. (*c.*) For the needs of technical education.* The problem of technical education has received considerable attention in America, not indeed to the same extent as in England or Germany, but valuable experience has been gained during the last ten years. The problem presents itself in two aspects. Firstly, how shall the future needs of the child during its period of general education be allowed to modify the curriculum of the secondary school? Secondly, what provision can be made for technical education *after* the school age, and how shall the child be conducted from the one to the other?

Technical education.

The questions involved in the demand for technical education.

(1.) In the American high school, as in the English Grammar school, the demand for technical education has resulted in the substitution of technical subjects in place of Latin and Greek, or in the establishment of new classes, or new schools, in which technical subjects shall have the chief place. Formerly, the future needs of the child in the secondary school were only studied in the secondary school with a view to prepare him for the university; but, as I have already pointed out, the multiplication of high schools in America, supported and controlled by the people, has led to the development of varieties of courses of study, which will suit the child intended for business or for manufacture. At the same time, this movement is only now in progress; and it is probable that the majority of American high schools still offer a general education, with no specific bearing upon the child's future employment. The movement in favour of differentiation is a new movement, and it is obviously beset with difficulties, especially the difficulty of finding funds to equip the new departments and efficient teachers to conduct them; but the principle involved is now generally conceded, namely, that the secondary school cannot adopt any general course of study to be universally prescribed as the best form of Secondary Education for every child, and tha the educational ideal is not lowered or compromised by regard for the demands of the child's probable career.

* "Heads of Information," Question 4.—"What has been found to be the best "way of bringing technical into proper relation with general education in your "secondary schools?"

As an outcome of these ideas, we have the Manual Training High School, and the alternative courses of study drawn up by the Committee of Ten. These are the two most striking features in the development of American high schools during the last 10 years.

(2.) The provision of technical education after the school age does not call for any special comment. Sometimes technical Institutes, such as the Industrial Art School in Boston, are maintained by school boards, but, as a rule, this work is left to be done by private endowment. It is felt that technical education is a part of higher education, and higher education, except in the North-West, is usually left to be provided for by private endowment. There is, however, one great exception to this rule:—the nation has endowed scientific agriculture, by special grants from the Federal Government.*

SECTION III.—*The Authorities to be created and co-ordinated with the Functions and Powers which may be given to each.*

§13. The problem of school administration is complicated by the variety of authorities and functions which have to be provided for even in the simplest system. We may tabulate as follows the various functions that are undertaken in America by one authority or another:—

(a.) *The Erection and Maintenance of Building.*—(i.) Of, schools; (ii.) of training colleges, technical institutions or universities.

(b.) *Teachers.*—Appointment; payment; issue of certificates, either temporary or permanent, local or general; and herewith regulations for the training of teachers, and control of training institutions.

(c.) *School Funds.*—For salaries, for buildings, for libraries and apparatus, for teachers' pensions, for text-books, for scholarships, for inspection and superintendence.

(d.) *Inspectors' and Examiners' Functions*, whether visitatorial or educational, in relation to teachers, to pupils; their appointment and payment.

(e.) *Pupils.*—Terms of admission to the secondary from the primary school, and to the higher colleges and universities from the secondary school; by certificate, by competitive examination, by scholarships. Regulations to check truancy, and for taking an annual census of all children of "school age" in each district.

(f.) *Codes and Courses of Study* may be limited to a general plan, such as indicates merely the type and title of the school: or may prescribe an actual curriculum, or may impose a detailed syllabus with text-books.

(g.) *School Fees and Text Books.*—These may be supplied by parents or by public authority, and the text-books may

* See Annual Report of the Bureau of Education, as well as the report of the State Boards which receive and spend the annual appropriation.

be chosen by the School Board or by the Superintendent, instead of by the teacher.

(h.) *Regulation of the Length of School Studies,*—the school day, and the school year, and of vacations and single holidays.

(i.) *Advisory Functions.*—Publication of reports, statistics, and accounts of educational progress.

I propose to discriminate between the various areas of school administration, and to observe how these functions are distributed among them.

A. The Federal Bureau of Education (see Table of Contents).

Scope of the Federal Bureau of Education.—Dr. W. T. Harris, at Washington, kindly supplied me with a number of copies of a pamphlet describing his work, which I have already sent to the Commission, and it will be observed how carefully Dr. Harris distinguishes the work of his department in contrast to that of an executive authority. Without itself undertaking any educational act,* the department assists others all over the States, both individuals and corporations, in the discharge of their tasks by supplying them with information. Its duties are, in fact, similar to those of the Department of Labour, or those of the National Association for the Promotion of Technical and Secondary Education in England. One important part of the work of the Bureau is statistical, and every student of education in the United States finds his indebtedness to the material supplied by the annual report. This statistical work must, of course, be undertaken by the central authority of any nation which organizes education. Unfortunately, the independence of the different States seems to make it impossible for the Bureau to *compel* the production of accurate reports, and, in consequence, some of the conclusions reached in the Statistical Department are in the nature of estimates, rather than absolutely reliable conclusions.

Three main directions in which it operates.

In addition to this statistical work, specialists are employed to inquire into foreign systems of education, and, in fact, the department may be regarded as a laboratory for scientific research in the field of comparative education.†

And again, the Bureau is expected to watch the important educational questions of the day, and assist in their solution by means of its central position and distributing power. Thus, in the last few years, it has dealt with libraries, which are usually regarded as a part of the educational plan, and has published useful catalogues, which may be employed by any local authority desirous of encouraging good taste in literature. Recently it has made inquiries on the question of co-education, and, as I have already

* It does a little administrative work—in Alaska, and also in relation to agricultural education; but this work lies beyond the main purpose of the Bureau.

† It may, of course, be questioned whether such investigation is properly to be included within the functions of government. On certain sides of it the work might be equally well done by the pedagogic department of a research university; indeed, Professor G. Stanley Hall, at Clark University, devotes considerable attention to comparative education. But a Government office has advantages which no other organisation can secure.

observed, is publishing a monograph on the subject. Last year, when the National Association took up the question of courses of study in secondary schools, the Bureau appropriately offered its services in assisting to collect material, and in printing and publishing the report.

This large field of labour is somewhat costly; the office receives an appropriation at present of 14,000*l.* per annum; it is regarded as a sub-department of the Department of the Interior.

Arguments in favour of such an institution.

There are, it seems, two reasons which justifies the expenditure of this large sum. Firstly, education in these modern days makes demands similar to those of commerce, and agriculture, and scientific research; every worker in one corner of the field needs to be supplied with material collected from the experience of the country, or of the whole world, in order to enable him to work efficiently. Naturally, this principle is admitted in the New World more readily than in the Old, for the newer countries have few traditions, and are more ready to learn.

Secondly, the principle indicated in §4 supplies a special reason for the study of comparative education. When once it is admitted that the whole range of education may be subject to criticism and reform, we are compelled to examine into every variety of educational enterprise in order to discover what records of successful achievement may be found which will help to guide our efforts.

The following paragraph, from the Report of the Province of Ontario,* which was presented to the Columbian Exhibition, shows how our colonies have recognised the need for the study of comparative education:—

Opinions quoted in favour.

"The system of education in Ontario may be said to combine the best features of the systems of several countries. To the Old World it is indebted for a large measure of its stability, uniformity, and centralisation; to the older settled parts of the New World for its popular nature, its flexibility, and its democratic principles, which have given, wherever desirable, local control and individual responsibility. From the State of New York we have borrowed the machinery of our schools; from Massachusetts the principle of local taxation; from Ireland our first series of text-books; from Scotland the co-operation of parents with the teacher, in upholding his authority; from Germany the system of normal schools and the kindergarten; and from the United States generally the non-denominational character of elementary, secondary, and university education."

This duty of collecting statistics and reporting upon educational progress is not confined in America to the Bureau of Education; it is regarded as an important function of every State Board, and of all important City Boards. Thus, the Superintendent of Schools in Boston reports to his school committee:—†

"In bringing this Report to a close, it may be well to advert in a few words to its main purpose, which is not so much to express a critical

* The Hon. G. W. Ross, Minister of Education in Ontario, permits me to say that his department has been frequently indebted to the work of the Washington Bureau of Education, and he has no question that an efficient department of the kind established in London, *on an Imperial basis*, for the benefit of education throughout the British Empire would be regarded as a boon, and would receive support from the Colonies.

† Annual Report, 1892, pp. 63, 64.

estimate of the matters touched upon, as to communicate a mass of information concerning the history and present condition of our school work. This information is offered as raw material for the manufacture of views and opinions, or as a useful contribution to current educational discussion. Educational discussion is going on all the time, both in school circles and in the community outside; but there is no greater need than that discussion should proceed upon full and accurate information. Inasmuch as such discussion turns largely upon those features of the school system which are susceptible of improvement, the information thus drawn out is apt to wear the aspect of unfavourable criticism; but it is unfavourable criticism in appearance only, the great underlying fact being that the system itself is strong and active and fruitful of good results. It is a sign of vitality and health in the system that it should be constantly mending its imperfections, mending them even under public observation."

I venture to urge that the education, and especially the Secondary Education, of England would be materially assisted by the establishment of some similar institution. Obviously some central authority must collect statistics, if any progress in organisation is to be made at all, and if the best use is to be made of these statistics, they should be taken in hand by educational experts; and it would surely be an advantage if the scope of such an office were imperial, and not simply national.

The following note, from New Brunswick, shows that our Colonies would appreciate a service of this kind:—

"In the course of the proceedings at the annual meeting of the New Brunswick Teachers' Institute, the chief superintendent declared that it would conduce to the advantage of the Colony if there were established at Ottawa an educational bureau, under the direction of a man of the ability and enthusiasm possessed by the United States Commissioner at Washington. There was an ample field and abundance of work for such a man and such an office without encroaching, in the slightest degree, upon the educational autonomy of any individual province. The generous maintenance of such a department by the Federal Government would tend to solve many knotty problems, and could scarcely fail to promote the educational work of every part of the Dominion. The proposal is to be commended, if only as likely to further that inter-provincial reciprocity in the acceptance of teachers' certificates which the members of the Institute desire."*

It may, perhaps, be doubted whether some of the material published by the Bureau, or by State Boards of Education, is worth the time and money spent upon it. No doubt there is some waste, more perhaps in the publications of State and municipal boards than in those of the Bureau; but I found that there were no two opinions among those I consulted in the United States as to the value of the work done at Washington, and of its direct benefit to all teachers, both in public schools and in private schools.

§14. *State Boards of Education.* — Coming now to the functions of the State boards, it is to be observed how jealously each State preserves its own autonomy; and, since most of the States cover an immense area, and are continually increasing in

B. State Boards of Education (see Table of Contents).

* Report of Annual Meeting, Teachers' Institute, New Brunswick, July 1893.

population, there is no reason why its independence should be sacrificed, although, no doubt, the more backward States suffer from the lack of a vigorous educational system; and the independence of each State from its neighbour secures one great advantage, which we in England have begun to reap since the Technical Instruction Act for the first time gave power of independent initiative to county authorities. Each State learns by the experience, by the success or failure of its neighbour. An experiment tried in one State is certain to be copied in others if it succeeds. The same benefit has been found in Germany, especially in the little States, where experiments can be more easily made than in a great kingdom like Prussia; particular cities like Frankfort, or dukedoms like Sachs-Weimar, make experiments in educational reform, and the process is watched with interest all over the country.

The variety of State systems affords opportunity of comparison.

As also in Germany.

On the contrary in a bureaucratic system such as prevails in Ontario, or in France, the individual teachers have little encouragement or opportunity to work out new experiments for themselves; and progress can only be made when the central authority is convinced of the utility of a reform which has been wrought out beyond its borders.

It has, I believe, been suggested that England, for purposes of education, should be divided into some half-dozen provinces,* each including within its limits one or two of our universities or university colleges, and each of them competent to serve by itself as the largest area for the public educational authority. The experience of Germany and of America seem to show that a province or a State which is large enough to support one or two universities on the apex of the educational system, is large enough for autonomy.

Very slight authority possessed by the State Board.

§15. It is generally admitted by thoughtful teachers in America, that the State Board of Education is the weakest part of the educational system. The jealousy with which the township and the city protects its independence has hitherto prevented those functions which need to be administered centrally from developing proper activity; and, indeed, no clear conception seems yet to have been formed as to the precise duties which need to be administered from the centre of the State, nor are serious proposals yet made to constitute an authority adequate to their performance.

The State Board of Education is composed of politicians,—sometimes nominated by the Governor, sometimes elected by the Legislature, and they have no claim to speak with authority on matters of education. They employ an educational expert, the State Superintendent,† but he is often appointed for political

* Compare a similar suggestion in Fraser's Report, p. 320:—"A central board, "exercising more or less of actual visitatorial power over the middle and upper "schools within a given area—say a 'county' or one of those districts into which "England is already divided by the Registrar-General for statistical purposes."

† On the office of Superintendent, see § 28.

reasons, and is very seldom regarded as a power in the educational world.*

What functions ought to fall to the lot of a State Board.

The functions which, apparently, need to be administered from the central authority are, first of all, those which local boards are not competent to undertake, such as the training of teachers, the provision of higher education, and the inspection of schools;† secondly, those in which the co-operation of all local authorities is essential; for instance, the arrangements for leaving certificates from the secondary school to the university.

The functions of the State Board in most of the States might be greatly extended if the board was so constituted as to carry weight with the local educational authorities; that is to say, if it was composed largely of men of experience in school work, some of them elected by the teachers of various grades, others nominated by local school boards on account of their qualifications. In one or two cases the State School Board has recently secured the services of eminent school men; and I have observed, particularly in the State of New Jersey, the advantage which has been secured to the State as a result, for the work that has to be done by the school board is mainly professional in its nature, and needs to be administered, not by laymen, but by men who have had experience in teaching.

Distribution of State School Fund.

Many of the States possess a large State School Fund, which is distributed among the schools, and it is given away without any adequate guarantee that it is going to be well spent. The inspection of the schools is left in the hands of local Superintendents, who are agents of the local school boards. The money is usually allotted on the basis of school attendance, the only additional requirement being that the schools receiving the aid shall be open for so many school days per annum. Sometimes the grant is made conditional upon an equal amount being raised by local taxation, but even this provision does not prevail everywhere, and there are still school districts which spend no more upon their schools than they receive from the State. In one or two States special grants in aid are made to rural districts which are thinly populated and cannot fairly be expected to support their own schools.‡

There are two States which present a striking contrast to the rest in this matter of State control. In New York State, there has existed during the whole of the century a unique institution called the University of the State of New York, which is not, in the ordinary sense of the word, a university at all, but is a body charged with the control of secondary and higher education. The officers of this university, called Regents,

* I am of course speaking generally; there are some notable exceptions; and, as I shall point out later, there are two or three States which have a well organized plan for controlling Secondary Education by a central authority.

† "Circular of Information," issued by the Bureau, 1880. Also "Plan of Educational Organisation," by Professor Smart, of Indiana, published by the Bureau at the same time.

‡ Report of Board of Education in Mass., 1892–3, p. 105.

are elected by the Legislature; but, owing to the important sphere entrusted to them, they are usually men of academic position. Under this authority, a system has been organized which exercises a most powerful influence upon every high school in the State. It possesses a school fund which it distributes by a strict method of payment by results, the results being determined by a system of uniform written examinations on papers issued from the central office of the university in Albany.

A somewhat similar system prevails in Minnesota, and in Ontario, Canada, where an examination for leaving certificates has been instituted for all high schools; on the result of this examination students are admitted to enter for university or professional education.

In these cases we observe the manifest advantage gained by compelling the universities and the schools to unite in the provision of leaving certificates, and, although I believe that the uniform written examination contains elements of mischief to education, it is obvious that the regulation of leaving certificates is one of the most important duties of the central educational council.

If, in Ontario and in New York State, the central authority consisted of professional men of similar rank to those constituting the Chartered Medical Societies in England, it is likely that the leaving certificate would be arranged more in accordance with sound educational principles; but the advantage of securing by law an authority to regulate this matter for the whole State can scarcely be exaggerated.

A similar observation applies to the work of school inspection of inspecting schools. Ontario, New York State, and Minnesota are once more distinguished from their neighbours by possessing a high school inspectorate, independent of local control.*

The lack of central control is also recognised in relation to the registration and training of teachers; it is true that the State Boards of Education everywhere authorise their Superintendent to grant State certificates, but teachers are not compelled to obtain these certificates in order to teach in any school; the county or the city certificate is sufficient; and the result is that in many States the qualification of the teacher is appallingly low. This charge must be directed, however, against primary rather than against Secondary Education.

Speaking generally, then, the functions of the State Board partly resemble those of the National Bureau of Education, partly are directed to aid, or to control in imperfect fashion, the work which is really done by each locality for itself.

State normal schools; schools for the blind, the deaf, and dumb, &c.

Nevertheless, most of the States have permitted the boards to undertake certain departments of higher education, which special circumstances seem to have made advisable. Thus, most State Boards of Education have charge of a few normal schools;

* See Appendix I., where I have inserted copies of the forms sent out to principals of high schools, and also those used by the inspectors.

nearly all have established agricultural colleges, and in the North-West we find State universities. In recent years also, the boards have begun to control professional examinations, by establishing diplomas for physicians and lawyers under the direction of State Boards; and, in time, we may expect to see the State control extended so as to cover the whole ground of professional studies, and of school inspection. So long as this control and this co-operation can be exercised without endangering the freedom of the teacher, it cannot but be helpful to progress.

C. Local school board, county, city, township.

§16. For education, as for all the duties of local government, the State is divided into counties, and the county into townships.* In Massachusetts, and elsewhere, the townships had been formerly divided into districts, each district being autonomous and having trustees to administer its own little school; but experience has condemned the selection for the unit of an area so small as to include one or two schools only. The mischief gradually caused was pointed out in Fraser's report, and is being thereby remedied by the legislatures of the States concerned.

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* State Board of Education.

Rural: County School Board. → Township or District School Board.

City School Board.—Municipal.

With this may be compared the Prussian arrangement:—

Kultusministerium at Berlin.

Regierungsbezirke (area of Provincial Government).

Schulaufsichts Kreise (corresponding to County or Diocesan Divisions). → School districts, containing one or more schools.

These are chiefly, but not entirely, concerned with primary and middle-class education.

Stadtschulaufsicht (Town Council or Committee).

By analogy, a similar arrangement for England and Wales would be:—

The Education Department, taking oversight of *every* branch of education, art and science, but delegating the administration of education of all grades, as much as possible, to

Provincial Councils—one for Wales and some half dozen others for divisions of England, with responsibility, among other duties, for inspection of all grades of schools, for admission and leaving certificates to pupils in secondary schools, and for the registration and training of teachers.

County Council Education Committees, the present responsibility for technical education being widened to cover all public education in the county. → Rural school boards.

City and borough school boards, or committee of town council; one authority being made responsible for all public education in the borough.

The unit of local school government should comprise a number of primary schools, and at least one high school.

It seems to be generally agreed that the best area in rural districts for a school authority is one which contains enough primary schools to feed at least one small high school with pupils—that is to say, every unit of school government ought to contain at least one high school. Very often the high school in a sparsely-populated district will only be attended by 40 or 50 pupils, but the existence of this school is sufficient to give a focus to the education of the district, and to provide, in the principal of the school a supervisor of experience, qualified to direct the educational work of the whole area.

The board which governs such a school district or township is elected by the people, and possesses by far the largest share of authority, since the authority of the County Board and of the State Board above it is so weak. It erects the school buildings, appoints and pays the teachers, and, in some cases is permitted to issue a temporary certificate to a teacher who has not obtained any certificate whatever from the State or the county. It receives, as we have seen, a grant of money from the State, and must raise by local taxation whatever is needed to supplement this. It appoints its own superintendent for its schools, and, under his advice, it prescribes a curriculum and text books. It also fixes the length of the school day and of the vacations and holidays; and it usually employs a truant officer, who is charged with the duty of collecting a census of all children of school age (5–15). Sometimes the census is taken by a county officer; in Toronto by the assessors of taxes. In districts where a proper census is taken, it becomes a most valuable adjunct to the statistical material required in order to estimate the needs of public education. It not only enables the truant officers to find out children whose education is neglected, but it exhibits the share in education performed by private institutions. The annual school census seems to be a recognised aid to a thorough educational system.

Between the Township School Board or Committee and the State Board comes the County Board, which as a rule exercises an influence slighter even than that of the State Board. Its functions are chiefly exercised by its superintendent, who examines candidates desirous of teaching and issues certificates which enable them to teach in schools *within the county limits*, for a limited period of years. This influence over the teachers is extended by visits to the schools, by lectures at teachers' gatherings, and especially, by conducting the teachers' institutes (see p. 52), at which all the teachers within the county are assembled.

The County Board reports to the State Board upon the progress of education, and in some States has a voice in the distribution of the State School Fund. Only one county normal school is known to me; it happens to have for its principal one of the most distinguished of American teachers. Usually the County Board and its superintendent are elected by popular

vote; in New Jersey an effort has been made to enlarge the powers of the county superintendent, and he is appointed by the State Board, and his tenure of office is more permanent.

Speaking generally, then, the chief authority in the control of rural schools, including rural high schools, is the smallest local authority, the District or Township Board. The authority of the County Board and of the State Board is extremely limited.

D. The City School Board.

§17. From the scheme on page 35 above, it will be seen that the City Board of Education is treated by the State as independent of the county, and it is, in fact, independent of the State Board also; its subordination to the State Board of Education is merely nominal. It receives from the State School Fund a certain appopriation per head for the education of its children; but in most of the States it pays back into the State Exchequer a greater sum than it receives, because the property tax from which the school fund is obtained produces far more in the city than in the country. In some States and cities,* however, property does not require to be seriously taxed on behalf of the schools, because the public lands which, at an early date, were set apart for the benefit of education, produce a large sum of money.*

Some of the cities in the United States, where the people have displayed an earnest desire for good education, present most interesting fields of study. The School Boards have taken pains to secure Superintendents of high reputation, and under such guidance the instruction in the schools is transformed in very few years. Cleveland and Indianopolis† at this moment, and St. Louis and Philadelphia some years ago, were examples of this mode of reform. A country with a bureaucratic system of control would never witness such reforms; nor, on the other hand, would cities indifferent to education be permitted to neglect their duty so shamefully as is often done in other cities in the United States.

Modes of appointment of members of school boards.

§18. The State Board of Education is sometimes nominated by the Governor of a State, sometimes elected by the Senate or the Assembly; and the Superintendent of Instruction is sometimes appointed by the Governor, or by the school board, or is even elected by popular vote. The variety of methods is due to a conflict of aims. The majority of the people desire to see education kept "out of politics," and to secure members for these boards who are something more than professional politicians. The degradation of American politics makes it

* Chicago is an example; the particular sections of land set apart for school support happen to lie in the best part of the city, and their sale has created a most valuable school fund.

† The articles contributed to Dr. Rice to The "Forum" in 1892–93, afford a powerful though it appears somewhat one-sided, criticism of city school systems in the United States.

impossible for large powers in education to be entrusted to the nominees of the Governor or the Senate, although many times over I have been assured of the anxiety which is felt by the people themselves as well as by men of culture to see education conducted without reference to politics. I have inquired whether it would not be possible to constitute some kind of educational council containing representatives of the teachers and of the universities, on lines similar to the organisation in England of the medical or the legal profession, but apparently the time is not ripe for the professional organization of the teaching body.

In New York State where, as I have already said, Secondary Education is formally controlled by the Regents, some slight power by way of advice is placed in the hands of a committee of presidents of colleges and of principals of schools, but this power is nothing more than advisory, and, as a result, I have the impression that the methods employed by the Regents are not so wisely directed to the benefit of education as they might be. The Regents, being specially entrusted with the care of Secondary and Higher Education, are always highly-educated men, but they are the nominees of the Governor, and they would be more likely to represent the educational wisdom in the State if some of them were chosen by their fellow teachers.

Rural Boards.

The functions of the County Board are so slight that the mode of its appointment need not be described. The school trustees of the rural township are elected by the people, and their efficiency as an executive body varies greatly in different parts of the country. In New England, where traditions of good schooling are more than 300 years old, the work will be efficiently performed, but in other districts the main object of the trustees is to keep school open with the smallest local outlay; in such districts, of course, high schools are out of the question.

City Boards

The mode of appointment of the City Board varies also; sometimes the mayor, sometimes the judges, sometimes the city council, sometimes the people themselves choose the members. Everywhere the same desire is expressed to elect a board which will keep education out of politics, and the strenuous efforts made to achieve this end show how difficult the task is. While city councillors are paid a salary, members of school boards are never paid; and yet there can be no doubt that in a hundred ways the machinery of the school board is manipulated to serve the baser ends of party politics, in places where the sense of public duty is low. It is, of course, much easier to point to the disease than to prescribe a remedy.

I have inquired whether the plan of nominating a number of members of the council by co-optation from educated men in the community, not associated with a party, would be acceptable, but such a proposal, I am told, has never been made. In the few cities where a vigorous attempt has been made to check the evils of corruption, it has taken the form of placing greater power in the hands of the Superintendent of Instruction.

§19. Turning back now to the functions mentioned in §13, which are undertaken by one or other of these boards, we find as follows:—

(a.) Buildings.

(*a.*) The State Board or Department of Education generally establishes its own normal colleges, schools for special classes, such as the deaf and dumb, very often technical institutions, and sometimes universities, but beyond this range its authority in the erection and maintenance of school buildings is very slight. Local authorities for rural or municipal areas have power to build and maintain both elementary and secondary schools at will, and no superior State Authority controls either the building-plan or the ventilation or other matters, which, in England and Germany, are supervised from the central office.

(b.) Teachers appointment and certification.

(*b.*) The local authority has absolute control over the appointment and payment of teachers. The City Boards issue their own certificates, while the Rural Boards are only allowed to employ teachers who are certificated by the County Board; but this important task is very inefficiently performed by the County Boards, and the whole method of certifying and employing teachers is admitted to be unsatisfactory. The State Board can issue certificates, but the immense majority of teachers never trouble to apply for them.

(*c.*) *Finance.*

Financial support of schools.

§20.—(i.) *Provision of Funds for Schools.*—The Township Board can raise a local rate and also receives financial aid from the State Board, or the County Board, or both, and its aid is usually calculated merely upon the numbers in general attendance. In one or two States a system of payment by results has been instituted, and, in some cases, superintendents or inspectors are appointed at the State cost, but it is only here and there that we find the power, which the State ought to exercise by means of its financial aid, employed with real effect to encourage good education and to repress incompetency. The system sanctioned by our Technical Instruction Act, of giving grants of money to schools *outside* of the public school system, is very rarely found in America.

State aid cannot adequately meet the needs of Secondary Education.

It has been noted above that Secondary Education is never regarded as self-supporting in America, and in theory every State regards itself as responsible for the provision of adequate secondary instruction; but it is only here and there that we find this obligation properly fulfilled. In many places, if the public authority were called upon to provide school places for all children who are receiving secondary instruction, the task would be utterly beyond their powers, for private endowment has always been generous in aiding secondary schools where such schools have gained a footing. And where, as in the West, the

whole field of higher education is being undertaken on the socialistic basis by the State, it is being found, as I am told, that the State is unable to cope with the task, and it becomes a problem how to induce private donors to aid in this object with their wealth when the State has once assumed the entire responsibility of educating its children. The question is already causing anxiety in the State universities of the North-west, and in England we shall have the problem before us in another form. At present, for reasons special to our time, very little endowment in proportion to the wealth of the country is forthcoming, either for secondary or higher education, but we may, perhaps, look forward to a revival of interest in the subject, such as we are witnessing now in America. Now, if such a revival takes place it would be natural to expect a stream of gifts to educational institutions; but if the legislature undertakes education from the socialistic standpoint, and endeavours to provide for all its needs out of the public exchequer, it may be questioned whether the flow of wealth from individuals will not cease.* The danger of arresting the stream of endowment is a serious one, and it suggests that public aid to Secondary Education should, so far as possible, take the course adopted in recent years for the support of higher education in England from the Exchequer, that is to say, by grants on a scale proportioned to the spirit of generosity displayed by the locality, leaving the control of the institutions mainly in the hands of the locality. The unfortunate result of attempting to supply the whole educational need of a country through an educational department, relying only on public taxes, is exhibited in the Province of Ontario in Canada, where the Ministry, although inspired by an enlightened zeal on behalf of education, is unable to find funds to provide for the necessities of its higher institutions,† for its wealthy men have not formed the habit of contributing their aid, as is shown in other parts of Canada and in the United States.

(ii.) *Expenditure. Scholarships.*—The promotion of education by means of scholarships, which continually receives new developments in England, is not favoured either in the States or in Canada. Scholarships are found here and there, but the general sentiment is against their employment as a means of promoting education on a large scale. It is held that money spent in this way would be better spent in reducing the fees, or in employing better teachers and better inspection. Indeed, the whole principle of stimulating either the teacher or the pupil by competition is distrusted.

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* See p. 10, above, and note.

† I am not quoting the expressed opinions of the Department, but it is obvious from a comparison of the equipment of the university and other institutions in Toronto with those in the United States, that the lack of means is seriously felt; the Education Department cannot find funds to meet all requirements. Everyone in Canada notices the contrast between the generous support accorded, solely by private individuals, to MacGill College at Montreal with the struggling needs of the university at Toronto, which has been taught to rely solely upon the State.

Pensions.—I have not found that schemes for teachers' pensions are receiving much attention in America, the reason being that so many teachers are engaged in the profession for only a few years. Teaching is still to many men, as well as to most women, a temporary means of livelihood, which will later on be dropped.

(*d.*) *Inspection.*

§21. One of the features of the United States system is the employment by every school board of an expert, usually called the Superintendent. He is the chief executive officer of the State Board, County Board, City Board, or Township Board. Sometimes, as in Massachusetts, he is also secretary of his board, and very often in small cities or townships containing only one high school he is also principal of the high school. His position and duties may be best illustrated by contrasting them with those of Her Majesty's Inspectors of Schools in England.

The office of Superintendent.

(1.) His appointment is not of a permanent nature; it has to be renewed every two, three, or four years; and districts are still found where the change of political parties will involve the dismissal of the School Superintendent and his staff. Instead of being in England, as the servant of the central authority, he is the servant of the local authority.

(2.) While the English Inspector is only concerned with primary education, the Superintendent's control, like that of his board, covers the whole range of schools. Hence the creation in the States of a class of university men who become experienced teachers, familiar with all the problems that present themselves from the youngest school age up to the university period.

(3.) As the professional adviser of the board, the Superintendent has a very large influence in the appointment of teachers. It is true that the principals of the schools are always consulted in these appointments, and the successful principal of a high school is permitted a large amount of independence,* but it is the Board that makes the actual appointment, and if a difference arose between the Superintendent and the school principal, the board would probably support the Superintendent.

Relations between the Superintendent and the high school principal.

I have talked with a number of high school principals as to the possibility of friction between themselves and their Board or its Superintendent; and I find that here, as in Germany, the position of a principal is very different to that of an English headmaster; our headmasters would certainly protest most vigorously against the limitations of authority which are imposed

* City Boards usually appoint a small committee to manage the details of each high school, and the principal will usually be invited to its meetings—indeed it would be difficult to transact business in his absence. If teachers in the United States were professionally organized, the principals of high schools would probably make a claim to attend such committees as a right. In Ontario I heard a complaint that high school trustees were acting without consulting the principal; in England the same difficulty has been felt, and I understand that the Headmasters' Association has given attention to the subject.

upon the principals of German or American secondary schools. But I am bound to confess that I see no reason why as good an educational result may not be produced on a system in which the principal's authority is much more limited than it is among ourselves; the idea of undivided responsibility, which attaches to the office of the headmaster, is rarely found outside of England. The Superintendent, however, does not "interfere" very much with the authority of his high school principals, because they stand very much on a level with him both in reputation and in salary.

The course of studies for the high schools is issued on the authority of the Board of Education, but the principals have the main voice in putting it together. It is well understood that the influence of the Superintendent upon instruction shall be mainly directed to the primary and the grammar schools, which are in the hands of less experienced teachers, chiefly young women, who need more direction and supervision.

(4.) While the English Inspector is limited by the instructions of the Department, the Superintendent, if he is a man of original educational ideas and is able to influence his board, has the opportunity of making very great progress in the educational system of his district; and those cities and counties in which, during the last few years, there has been pronounced improvement, are indebted to the vigorous initiative of the Superintendent, who, in some cases, has been specially summoned to come to the rescue of a city where the lack of good education was painfully felt.*

On the other hand, a worthless Superintendent will soon ruin the schools under his control, for there is no efficient check from a central authority.

(5.) In the larger cities the efficiency of the Superintendent is hindered by the mass of statistical and office work which the immense number of schools and teachers under his charge brings with it. He is supposed to visit each school and to be able to advise teachers in every part of the city; but the task is too great, and I have met one Superintendent who is ambitious to improve school methods, who deliberately left a city of 50,000 inhabitants to take the superintendency of one containing only 10,000 inhabitants, because he felt that he could only exercise effective personal influence in the smaller area.

Some of the larger cities, such as Boston, appoint a number of assistant superintendents or supervisors, who take charge of separate districts, and thus the evil is remedied.

If the claim of local authorities to a large power of initiative in education be once granted, it appears that some expert officer like the Superintendent is necessary, and the employment by our County Councils of an expert secretary to technical instruction committees seems an evidence in favour of this view.

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* See §17 above.

Without the Superintendency American education could not be carried on at all, and the defects of the system need to be remedied, not by abolishing the office, but by introducing more inspection and more superintendence from the central authority; this, one hopes, may be done without imposing, as in Ontario and in New York State, a uniform system of simultaneous paper examinations.

The inspectorate of New York State and of Ontario demands a little further notice. In New York State the Regents have recently appointed three or four Inspectors, with the conviction that the certificate paper examinations do not, by themselves, afford a sufficient test of the progress of the high schools, and in Ontario two high school Inspectors have been appointed who spend their time in visiting the high schools under the department.* In both instances I found that the visits of these Inspectors were welcomed by the principals of the schools, and the only objection to the further development of the inspectorate is its cost.

High school inspectorate in New York State, and in Ontario.

In New York State one of the Inspectors is specially qualified to advise on the provision of apparatus for science teaching, and his services are placed at the disposal of schools which invite his assistance.

It will be seen from the schedules which I have added as an appendix to this report, that the scope of the inquiry made by these Inspectors is very wide, and enables the central authority to form an accurate opinion as to the condition of higher education in the State.

I venture to urge that the provision of a public system of Secondary Education in England must carry with it a system of inspectorate from the central authority, and there seems to be little reason in the nature of things for establishing a secondary school inspectorate apart from the inspectorate of primary schools. An objection to such inspection is often raised on the ground that no one man, however talented, is sufficiently familiar with all the branches of study in a secondary school to be able to examine into the work of the highest forms. A detailed or formal examination, however, is not necessary to inspection; our headmasters are able to control the work done in every branch of instruction; why should not Inspectors be able to do the same?

In addition to the central inspectorate, the experience of America seems to point to the necessity of local supervision on the part of an experienced Superintendent or Inspector serving under the local authority, who would give an impulse to that local activity which is likely to be suppressed if the whole direction of education is left to the central authority.

§22 (*e.*) *Terms of admission from the primary school to the secondary school, and from the secondary school to college.* No educational questions have been more keenly debated in the

Admission to the secondary school from the primary school.

* See Appendix I.

United States during recent years than those concerned with the passing of pupils from one stage of education to the next above it, and with reason, for upon a wise solution of these questions the efficiency of secondary instruction largely depends.*

Admission to the Secondary School.—There are two opposite methods which are employed by Superintendents in promotion:—

Firstly, by simultaneous printed papers making up a primary school leaving examination, imposed on all the pupils of a city or a district.

Secondly, by the certificate of the principal of the primary school, declaring that the pupil has properly completed the primary course of study.

The simultaneous written examination;

The first method is similar to the university local machinery employed so extensively in England. The second bears more points of similarity to the leaving certificates, which are issued by every type of public school in Germany. I hesitate to offer argument upon the controversy raised by these two contrasting methods, partly because my own experience as an English teacher has lead me to conceive what is, perhaps, a prejudice against the simultaneous written examination employed by our universities and secondary schools in England, and also because I have had no opportunity in America of testing the work done under one system or the other. There has, indeed, been too much vague attack and destructive criticism upon the written examination system, without any attempt to construct an efficient substitute. This was the error made by Mr. Auberon Herbert, and those who joined him in his famous onslaught in 1888.† The practical problem is, how shall a trustworthy plan be devised to enable admission and leaving certificates to be issued on a large scale, and at a moderate cost, which will be acceptable to universities and the like, without resorting to simultaneous papers, or incurring the grave injury to instruction which these involve. I believe that such a plan can be devised, and that Germany and the United States are showing us how to arrive at it.

My opportunities of comparing English school work with German school work have been sufficient to enable me to state that German instruction, conducted and completed *apart* from simultaneous printed examination papers, is as efficient as English instruction, which is made so dependent upon this form of stimulus and control. My observation in America has enabled me to note that strong efforts are being made, even by those who

* Compare Fitch, Memorandum, p. 31, on the Certificat d'Etudes in France. I agree with him that this is a matter of the first importance, to be regulated by State control; but I think that we must look to Germany rather than to France for a wise method of conducting the examinations, if we are to avoid grave injury to the teachers' work.

† "Nineteenth Century," November 1888.

employ simultaneous printed papers,* to find a satisfactory substitute for them; and a recent investigation into the methods of promotion† seems to show that the simultaneous paper is employed to a much less extent than formerly. Indeed the history in America of this mode of examination is similar to its history in England.‡ It came into being as a cheap and convenient device, which could be readily employed to compel every teacher to raise his work up to a respectable standard. As a matter of history, the system was introduced to cure idleness and inefficiency; but it cannot do more than this, it cannot point the way to better teaching, for the best results of instruction fail to be tested by the printed question paper, while it tends to encourage aims and methods of teaching which are unworthy.

not used so much as formerly.

Apart, however, from the investigation of the right mode of examining, it is obvious that the question of admission to the secondary school is one that needs careful attention from the authorities that organize education, and it is one in which primary school teachers, as well as secondary teachers, ought to have some voice; and herein the United States claims an advantage, because the primary and the secondary schools are under the same local authority.

In Ontario the whole system of certificates is administered by the Education Department, and the minister seeks advice when he needs it from all classes of teachers, as to the character of the examinations which he imposes. In New York State, the Regents impose their own entrance examinations for admission to high schools, and here also their power is unchecked; they are not compelled to follow the advice either of primary or secondary teachers. The advantages in these two States of a uniform system of certificates are undoubted, but it would surely be to the advantage of the schools if these certificates were issued under the authority of a professional council on which both primary and secondary teachers were represented. In England the only attempts, so far as I know, that have been made to create a uniform standard of admission to secondary schools are those concerned with competitive scholarships,§ and

* Particularly in Ontario, where I found considerable effort being made to minimise the evils of the system; everyone regarded it as an imperfect plan, but they adhere to it until something better can be found (see Memorandum for Principals of Schools, Circular 21, Ed. Dept., Toronto, January 1894).

† Promotions and Examinations in Graded Schools, by Dr. E. E. White (Washington, Government Printing Office, 1891, Circular No. 7 from the Bureau). Dr. E. E. White has for long been a recognised authority on education.—See Fraser's Report, p. 10.

‡ It may be noted in passing that, while the examination system in England originated in the universities and has by them been extended over the schools, the American universities give little place to examination apart from teaching. They maintain the German principle—that the teacher may be inspected as much as you please, but his pupils must be examined by himself in the matter and the form in which he has taught them.

§ I refer particularly to the examination now conducted in London, under the auspices of the Headmasters' Association, for scholarships from elementary to secondary schools.

here the experience of America is in direct opposition to English practice; no scholarships to high schools from grammar schools exist, because the high schools offer free tuition, and the endowed and private schools have never commenced such a practice. Sometimes a competitive entrance examination is imposed for admission to high schools, as in Philadelphia, and perhaps in other places where sufficient accommodation has not been provided by the board, but I found even in Philadelphia that this competition was not regarded with favour; indeed, I have not met with a single teacher in America who attached educative value to the principle of stimulus by competition for scholarships, prizes, or certificates, and this is true of Ontario as well as of the States.

§23. *Admission to College from the Secondary School.* There does not appear to be any absolute necessity for a precisely uniform standard of admission from the primary to the secondary school in all parts of a State. One might conceive of local conditions where it would be better for the standard of admission to a high school to be lower or higher than in other neighbourhoods; with regard, however, to the leaving certificate admitting to college, uniformity of standard is surely essential, and one of the most crying evils in our want of system in England is due to the multiplicity of examinations imposed by the different universities and the professional schools of law and medicine.

I may note in passing that very few students enter American universities without having been pupils in some secondary school;* *i.e.*, very few prepare for the university by the aid of private tutors. Anything like the "correspondence" method of obtaining a London degree is unknown in America. Dr. Harris happened to have made recent inquiries which covered this question, and I have given his figures in Appendix C.

I have met with four methods employed for college admission. First, each university or professional school holds its own entrance examination, independent of every other authority. This is the English plan. Secondly, the Government department holds a simultaneous written examination, which it requires universities and professional schools to accept as an entrance certificate. This is the plan employed in Ontario and New York State. Thirdly, the Government employs Inspectors who are associated with the teachers of the school in a final examination, and they, in conjunction with the principal of the school, issue the leaving certificate which universities and technical schools are required to accept. This is the German plan. Fourthly, the university makes a general inspection of respectable high schools who wish to send pupils to it, and thereupon accepts

* Question 6 in "Heads of Information": "What proportion of students enter your universities without having previously passed through a secondary school?"

the certificate signed by the principals of such schools, without any examination conducted from itself. This is the plan followed in the majority of American universities, and is known as the American certificate plan.*

The last two alone give the teacher what, as a professional man, he has a right to demand, *i.e.*, freedom to work out his curriculum according to his own method and views upon teaching.

If the Inspector in Germany, instead of being a civil servant, was, to some extent, under the authority of a professional council, it seems to me that the German plan would be almost perfect.

The American certificate plan presents the obvious danger that pupils may be sent up from some schools without having reached the proper standard of attainment.†

(*f.*) *Control of Courses of Study.*

Courses of study.

§24. English secondary teachers, who dread the introduction of State control, are inspired by the fear that it may impose upon our schools fixed courses of instruction similar to that of the primary school Code. It is true that such courses, more stringent than any Government Code, are already prescribed by the local examination regulations and papers of questions issued from the universities; but this control is not recognised as similar in its effects to that of departmental control, and our English headmasters still have left to them a large field of initiative which these examinations do not cover.

The fear, however, that a State authority might centralise, in mechanical fashion, our Secondary Education is by no means groundless, for there is good reason to believe that those States which have adopted a uniform system of secondary instruction have been in danger of depriving their teachers of freedom and of the progressive spirit; for it is the tendency of a central power to be seeking to stretch its authority and to determine fixed modes and forms of instruction, instead of recognising that the educational aim can be realised in a hundred different ways.

These departments of central control, in New York State, in Ontario, in France, and to some extent even in Germany, have been led to impose a stringent machinery from the conviction that it was impossible by any other means to check the abuses liable to arise in the schools.

It may be admitted that our secondary schools need the hand of the State to give general direction to their work, but it would be a great disaster if it laid its hand too heavily upon them. It would surely be sufficient if the central authority were to determine in general terms the standard of attainment for pupils

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* See Catalogue of Michigan University, 1893–94, pp. 44–48.

† The universities do something to prevent this result, but the present system is admittedly unsatisfactory; some of the older universities (Harvard among others) have refused to adopt the certificate at all.

when leaving the various types of secondary school. It ought not to be necessary to prescribe any code or detailed curriculum; it may well be left for the local authority, guided by the expert advice of the headmaster or Superintendent, to prescribe at detailed curriculum or syllabus. Only in Ontario has the department gone so far as to prescribe text-books specially prepared under the authority of the department, for the use of the schools; and I have gathered that this unfortunate provision is due to the desire for economy rather than from any real belief that the text-books provided by the department are better than other publications.

(*g*), (*h*), (*i*) The distribution of these functions has already been referred to in discussing other matters.

I have now dealt with the various departments of administration as they are regulated by the various controlling authorities recognised in the United States. I have left one question for separate consideration, viz., the professional training of secondary teachers.

SECTION IV.—*The Professional Training of Teachers.*

§25. In the United States the law forbids any school board to engage a teacher who has not obtained a County or a State certificate; but this certificate does not imply that the teacher has had a professional training, and university graduates intending to teach in high schools obtain the necessary certificates without further question.*

It does not, however, follow that, because professional training is a voluntary study, it is therefore neglected in the United States. On the contrary, the American secondary teacher now-a-days is expected to be conversant, superficially at least, with problems of education, and a fair number of teachers have really devoted themselves to the study with interest and zeal.

Three modes of obtaining secondary training:

There are three ways in which a teacher may obtain some instruction in Pedagogy:—

(1.) Training with primary teachers in normal schools.

(1.) Many high school teachers, especially women teachers in charge of the lower forms, have received their general education in City or State normal schools, and along with this have spent some time upon the theory and practice of education. These normal schools have usually a practising school attached to them, and in the best of them attention is being paid to the development of educational science beyond what is found in our training colleges in England. They, however, suffer from the same hindrance that besets our English primary training colleges—the fact that so many of their students, previouly to entering upon

* Outside the States we find in the Province of Ontario regulations which go beyond anything found elsewhere in America. Here there has been established during the last two years a Government Department called the School of Pedagogy, which must be attended for twelve months by every teacher, whether a graduate or not, who desires an appointment in an Ontario Secondary School.—Departmental Regulations, Circular, No. 9, 1894, Education Department, Toronto.

the normal course, have received an inadequate general education. Hence, only a small part of the instruction can be devoted to the training in the strict sense of the term, *i.e.*, to theoretical and practical Pedagogy. All the normal lecturers whom I met made the same complaint—that it was impossible to give adequate treatment to Pedagogy, because the students needed so much help in branches of literature and science which they ought to have completed in a high school.

There are just a few normal colleges of high reputation, which give great attention to pedagogy. These institutions, like the Lehrertseminar in Germany, usually divide their work into two periods, completing the literary and scientific studies in the first years and devoting the attention of their students entirely to Pedagogy in the last year or two; this enables them to get a better grasp of educational problems than is possible under the present Government scheme in Great Britain. In later years many of these teachers will have saved enough money to go to a university, where they will continue their academic studies, and perhaps receive further professional training in a university department of Pedagogy (see next paragraph). Quite a number of high school teachers, or university men who commenced teaching in a humble way in elementary schools, have only reached the university after the university age. It is much more common in America than in Europe to find undergraduates over 25 years of age.

On the plan of these normal colleges it was proposed recently in Massachusetts* to establish a higher normal college especially adapted to the needs of graduates of universities intending to teach in high schools; but the scheme fell through, for it is recognised that it is better to associate all higher studies with the universities rather than to separate them into isolated institutions.

(2.) Pedagogy in American universities.

(2.) The study of Pedagogy in American universities has received a great impetus during the last ten years, and the majority of men who intend to teach in high schools or to become Superintendents are attending Pedagogic courses in one or other of the 22 universities which have a professor of Pedagogy in the faculty. The latest figures give at least 4,000 students as taking courses in Pedagogy. It should be noted that only a small proportion of these 4,000 students are likely to become assistant masters in secondary schools for any length of time; many will be made Inspectors and Superintendents, many others lecturers in normal schools. The so-called higher or secondary training will be needed quite as much for Government Inspectors, for principals of primary schools, and for lecturers in training colleges as for the rank and file of schoolmasters.

Thus the general principle that the study of education is desirable for a university man who intends to teach, is now everywhere admitted; there are still, no doubt, professors in the

* See Atkinson's "Professional Preparation," &c. (Appendix F.)

older universities who have no faith in this novel study, but the university opinion has gone against them.

The chair of Pedagogy at Harvard was established some four years ago, and at first, as I have been told, the faculty by no means heartily welcomed the new professor; but this feeling has passed away, and it is seen that the chair can be made of considerable value to the general aims of university work, particularly in matters in which the university comes into relation with the secondary schools.*

While, however, the science of education has won recognition as a university study, we find as yet no general agreement as to the best methods by which the study is to be pursued. In the early days lectures were given on education by a professor in some other branch of study, usually philosophy or theology, but two influences have operated to give a wholly different character to the study in recent years; the excellent pedagogical work produced by the best normal schools, and in recent years the influence of German pedagogics, and particularly the study of the Froebelian and Herbartian systems.

Practising or model schools not yet introduced.

The main difficulty in the pursuit of Pedagogy is created by the need for model or practising schools; in some universities this need is not so much felt, because so many of the students, as I have observed above, have been teachers in earlier years; and in one or two universities the professor's classes are composed of men actually engaged in the high schools of the neighbourhood: thus, in the University of Pennsylvania at Philadelphia, I found the large classes attending Pro essor Brombaugh's lectures composed entirely of superintendents, of high school principals and assistants from the city or the neighbourhood.

Hence lecture courses on the theory, the history, and the organization of education comprises the bulk of the work done under the name of Pedagogy, and students attending these courses are allowed to count them as one of the subjects for a university degree. It is felt, however, that something more needs to be done, and although, as yet, no practising schools have been established similar to the Übung's Schule in the University of Jena,† beginnings are made in that direction;‡ at the Leland Stanford University the professor has a model kindergarten under his charge, at Harvard the students are taken to visit schools at Cambridge and Boston, and in the State University of Illinois arrangements were made last year for the equipment of a proper university practising school. Still more important is the work in research done in

* See, *e.g.*, "The School Review," May, 1894, "University Inspection of Secondary Schools, and the Schools Examination Board of Harvard University," by Professor P. H. Hanus.

† I have referred in detail to the Gymnasial Seminar and to Professor Rein's work at Jena in the account I have written for the Commission, on the Training of Teachers in Germany.

‡ Since writing the above, the University of Buffalo has established a fully equipped School of Pedagogy, with a Practising School and Kindergarten:—modelled largely on the Zena plan. (Sept. 1895.)

the Clark University, in the School of Pedagogy, which is a department of the University of the city of New York, and in the Teachers' College attached to Columbia University; this last possesses a well-endowed practising school, called the Horace Mann School, with kindergarten, primary, and high school classes. It cannot be said, however, that there is as yet any consensus of opinion as to the best mode by which students of education should receive their training in the universities.

In Germany the problem of higher training has been discussed and experimentally treated for the last seventy years, and for the present it has been settled in Prussia by the establishment of the *Gymnasial seminar*.* In the United States there has been no attempt to accomplish higher training in connexion with high schools or academies; some such method was tried a few years ago in Toronto, Ontario, but has been abandoned in favour of the school of Pedagogy now in operation; this last, however, is still in the experimental stage. I cannot but think that higher training must be left to evolve itself by experience in a variety of plans, and that the terms of teachers' registration should be regarded as a matter for the control of provincial councils of education (see p. 36).

(3.) Training in teachers' institutes.

(3.) Perhaps the most important part of the high school teacher's training is that acquired after he has commenced active work, by means of teachers' meetings and teachers' institutes. The teachers' institute has been for long a recognized and peculiar feature of the American school system.† In form the gathering is a voluntary assembly of the teachers of a district; but since the State provides funds to pay the expenses of the gathering, and since the county Superintendent makes the arrangements and presides over the gathering, it must be regarded as a part of the public plan of education. I have not been able to attend any of these meetings, but I have heard and read a good deal about them. I should suppose that one half of the work may be described as professional and pedagogic, and the other half as popular and literary, in character. These gatherings are attended by teachers of all grades, and, while some of the discussions are on topics common to all, for other subjects the institute breaks up into sections, one section for high school matters, another for primary school matters. The institutes last usually for one or two days; sometimes a whole week will be taken for the purpose out of a vacation.

Of a similar character to these teachers' institutes are the gatherings of Superintendents and lay members of school committees, which are held in Massachusetts, and probably in other States also. There must, indeed, be some enthusiasm for the work of education, when lay members of school boards can be

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* See Note † on previous page.

† Compare Fraser's Report, p. 75.

found willing to join with teachers and Inspectors in the form I discussion of the duties of their office.*

And in Summer Schools.

Apart from the teachers' institutes which are organized by public authority, are the numerous Summer Schools, which have no connexion with the State or the county. Originally the Summer Schools were gatherings, like the Chautauqua Assembly, for general study and literature and science; but as the interest in pedagogy has increased, it has found a place in the time-table of nearly all the important Summer Schools. It is in these schools that the high school graduates who have had no previous training gain most of their acquaintance with pedagogy, an acquaintance, no doubt, superficial, but in this, as in other branches of study, the student is shown the first steps in a course which he may afterwards follow out in private reading and inquiry. If I may venture, after so short a visit, to report a general impression, I should say that pedagogy is likely to suffer from the same evil that besets all higher studies in America, the lack of a thorough, steady devotion by students for a long period of time. The nervous unrest, which seems to characterise American life as a whole, tells with fatal effect upon studies which, in their nature, require prolonged application and investigation in order to produce effective results.

Section V.—*Instruction in Religion and in Citizenship.*

§ 26. Since an inquiry into the nature of the secondary school curriculum is excluded from this report, I have paid no attention to such matters beyond what has been required in order to discuss the different types of high schools. It is necessary, however, to refer briefly to two branches in the curriculum, to instruction in religion and in citizenship, because of their relation to the forces that control the course of public education.

The theory of education recognizes three sources of authority over the child, which have claimed and do still claim to control its education: the Family, the Church, and the State; and in the curriculum the influence of the Church is recognised in the demand for religious instruction, that of the State for instruction in citizenship. Now if we look back to the beginnings of American education, we see how in the early days the child's education was associated with the authority and guidance of the Church, but as in course of time the Church changed in character from a single authority, supported by the State and compelling obedience, to a variety of voluntary associations, the school became separated from the Church, and the State exercised its influence without the ecclesiastical association. We find this change represented in the curriculum by the substitution of

In America, the Church and the State were at first identified in the control of education.

* Report of Board of Education, Masschts., pp. 82–86. In Ontario there is also an annual gathering of trustees in connexion with the Ontario Educational Association—a Trustees Department constitutes one of the sections of this Association. More than one hundred trustees representing school boards throughout the province meet at the Easter Convention.—See Report of Minister of Education for 1892, p. 111.

religious instruction by instruction in citizenship. In Germany, where the State and the Church are still associated in their authority over the school, both religious instruction and citizenship take a prominent place.

The question that first arises in contemplating this situation will be: "Are the American schools to be described as godless " or irreligious, because definite religious instruction has been " for so long abandoned?" I venture to think that such an epithet would be unjustified. In the old days the schools were not unpatriotic because they lacked instruction in citizenship, and to-day the American school is not, as a rule, irreligious, although lessons in religion are excluded.

The error arises from the mistaken supposition that the school either can or should provide for all the spiritual and mental needs of the child, and that the child's life will suffer unless every human interest is distinctly incorporated in a course of study. On this supposition lessons on teetotalism and alcohol have been introduced into the American curriculum, from the desire to train up a community in abhorrence of strong drink.* The end is laudable, and the prohibition party in politics is satisfied with this addition to the course of study; those, however, who attempt to promote temperance by such means disregard the nature of the child's mind, and the means by which the character of the young is trained. The aims of temperance can indeed be promoted by teachers who are themselves temperate, and who have studied the conditions under which the growing child learns to control appetite and passion; such teachers will train up the young to avoid excess in drink, although the topic may never be mentioned within the school walls. If, as is the case at present, in parts of America, a vehement popular movement leads the people to insist upon positive instruction in such a subject, the result may be beneficial if the teachers themselves are in earnest about the matter; but such instruction is by no means essential to the aim which the people have in view, and in the hands of inefficient or insincere teachers not only waste of time, but positive moral harm will result.

Analogy from the instruction in temperance and hygiene.

Now without for a moment suggesting that the problem of religious instruction stands on a level with the problem of training in temperance, it would appear that the same pedagogic principles are involved. If we compare the American secondary school with the German secondary school, we find that in the latter formal Biblical instruction is given the greatest prominence, while in the former it is absent, and yet no one will urge that the American people, either in youth or age, are less religious or devout than the Germans.

The Americans have chosen to consider that religious instruction can be undertaken apart from the school, but by sc

The American High School does not

* See, *e.g.*, Report of Education Department in Ontario, pp. xvi., xvii.

deserve the epithet "irreligious."

doing they have not made either teacher or school godless and irreligious.* It is true that the American child fails to learn as much as it should of the Bible story, and this is a matter to be regretted, not only on religious grounds, but for the sake of general culture. The Sunday School does not fully supply the place of steady school instruction in Biblical knowledge. This American teachers generally regret, but they would protest still more if the introduction of religious instruction into the schools was to lead to a revival of the bitter sectarian strifes which are found in England and elsewhere. The American teacher further points out that while this regular instruction in Biblical knowledge is wanting, his schools do much to help the child towards religion; for the teachers themselves are, as a rule, serious, religious persons. They conduct the opening exercises of the school with reverence, and the children learn in this daily assembly the habits of reverence and prayer. If these habits are, as they should be, fostered also in the home and in the Church by parents and by pastor, the child is as safe as he is likely to be in a school which is founded to serve the ends of a religious denomination.

There are, in fact, four different educational aims included under the general phrase "religious instruction," and any fruitful discussion of the subject should keep them apart. Such instruction may—

Various aims achieved by religious instruction.

(1) train the child in habits of reverential worship;
(2) impart positive knowledge in the facts of the Bible story;
(3) impart dogmatic instruction in the creed of the Church to which the child belongs;
(4) direct the child's intelligence to an appreciation of the fundamental ideas of Christian morality as exemplified in the character of the great heroes of Bible story and of the national religious history.

All this can be done by the school so as to satisfy the demands of the most exacting "Churchman," and yet the root of the matter may not be attained, and no school† can pretend to reach the personal hidden life of the child—if indeed it has a right to venture there!

Now the American school excludes (2) and (3), but it need not exclude (1); the "opening exercises" may be of such a character as to train the corporate society of the school, assembled morning by morning, in the habit of reverence and prayer. If the family and the Church do their share, this will count for much in the child's life.

In excluding positive Bible knowledge (2), the American school undoubtedly suffers, and its teachers admit this. Regarded

* For an excellent exposition of the American standpoint, see Bureau of Education Report, 1888–9, Decision of Judges in the State of Wisconsin.

† The case of the boarding school is somewhat different. The teacher in a boarding school undertakes entire responsibility *in loco parentis* for the child's life. But no national system of education can undertake so great a responsibility.

merely as a part of general culture, the children lose by being left in ignorance of the contents of the Bible. In excluding dogmatic instruction (3), the American school is doing precisely what is done in the great majority of secondary schools of England.

Fortunately, no school law can either compel or hinder a faithful teacher from imbuing his whole school life and influence with Christian ethics that shall make for righteousness, if he himself is indeed a teacher realising, to use Arnold's phrase, that "moral thoughtfulness" is the one final aim of the school. So far as the American school system, by excluding religion, has tended to diminish the moral responsibility of the teacher, it has been at fault. It is not for an outsider to judge hastily whether this has been the result or not, but there is no reason in the nature of things why this should be the case.

Opinion of Rev. J. Fraser quoted from his report.

The above has been the general tone which I have found prevalent among both teachers and Christian ministers, whom I have met in the United States, and on consulting Bishop Fraser's report I find that he gained a similar impression in the close observation that he made of American schools 20 years ago:—"I confess to "the conviction growing more and more in my own mind, "strengthened by what I have heard and seen in America, that "what we need more of in England is *intelligent* education, a real "quickening of the minds of the people, and I say this quite as "much in the interests of religion as in the prospect of political "changes. The results of this inquiry would make me much "less hostile to a proposition for merely secular education if "such were inevitable (which I am far from thinking it is), than "I should have been ten years ago, when it would have simply "shocked me. I should not shrink from still taking what I "conceive to be my proper place as a clergyman in relation to "the school, even under a system of secular education. I "should neither despair of Christianity nor morality."—Fraser's Report, pp. 323–4.

"Unsectarian religious instruction,"

§27. But since the publication of this report we have had in England* an experience which is more valuable than anything which the United States has to offer us, the successful endeavour to provide an "unsectarian religious instruction." This phrase has been used mainly in connexion with our English primary schools, but it might also be fairly used to describe the weekly lesson in Biblical knowledge, combined with the hymn and prayer at the opening of the school day, which are an essential part of school life in the majority of English secondary schools. Again and again, in talking on this subject with American teachers, they have expressed to me their admiration of this plan, and of their regret that the conditions of the American school system forbid them to adopt a similar plan in the United States.

* The Protestant school system of Canada has also successfully employed unsectarian religious instruction for many years.

"England seems to be wedded to religious instruction, requires it in her public elementary schools by the wishes of the great majority of her people, and perhaps an equal majority desires or is willing that this should be on a Christian basis.

"In Pennsylvania, in seven-eighths of the public schools, the Bible is read by the teacher without comment, and this usually constitutes the sum of the religious instruction given. In many States this is omitted, and the tendencies are more and more to bring our schools to the condition of the French, where every form of religious instruction is jealously excluded. The logic of our position, which implies the absolute separation of Church and State, is rapidly driving us to this place. We must apply the same principles to Catholics, Jews, and unbelievers we do to Protestant sects, if in any locality they demand it. We cannot, consistently with our general theory, levy taxes to force teaching down children's throats against which their consciences protest, and while I believe it is a good thing to give even the weak ideas of religion usually gained by an unexplained reading of the New Testament, and would hold on to it as long as I could, I should give it up in the face of any serious and respectable, protest if we are to maintain our present theory of public schools.

desired by many American teachers.

"And yet this is to my mind not a satisfactory result to come to. The American nation needs more rather than less religious instruction. The formal reading of the Bible is often a lifeless form. The children do not know the subject read about. One word of explanation is often worth the whole chapter read. The home, the Church, and the Sunday school combined, do not give nearly sufficient to many children, none at all to many others, and if we are to rule it out of the schools absolutely, we will also rule it largely out of the life of the nation. Also while natural ethics may be taught and be effective, it is not so pointedly taught as when reinforced by the religious sanction. Hence, I do not believe that the absolute secularisation of the schools can be permanently satisfactory except in so far as the nation lowers its standards, and I would be glad to find some compromise, if you will call it so, by which the great majority of the people of any school district could have definite positive teaching of such a general sort as they might approve, not sectarian, with such an arrangement of hours as not to force the attendance of the minority of conscientious opposers. Even unbelievers are often glad, or at least willing, to have definite religious and moral ideas taught their children, and it hardly seems to me worth while for the great mass of the people, especially those of Anglo-Saxon descent, inheriting the religious tendencies of the race, to witness their own growth in religious indifference, for the sake of a theory, if an equally satisfactory result for the rest of the nation can be secured by another arrangement.

"If in a district of 100 families, 95 desire and would be greatly profited by the infusion of general religious truth, and cannot get it except through the schools, why not excuse the five from attendance and give it."—President Sharpless in "The Relation," &c., *see* p. 345 above.

At present, in America, the fundamental laws of the States forbid the introduction of even "unsectarian religious instruction" into the public schools; they do not forbid it in England, and I am convinced that the immense majority of parents who send children to English secondary schools will be prepared to trust our secondary teachers with this important part of their duty, as they would in America if the way were open.

The problem is one for parents themselves to decide.

The whole question depends upon this issue, whether the people themselves accept and desire an unsectarian religious instruction, or whether they are so devoted to church forms as to be alienated from an education in which their own church is not represented. Now this attitude has only been taken up in America by the people of one great church. The Roman Catholic tradition in education dates back to a time when the church and the schools were one, and the Roman Catholic Church will never recede from such a position.* Hence it is admitted that in the United States a certain amount of injustice is done to that section of the Roman Catholic population whose conscience keeps them from sending their children to the public schools;† but the total number of such parents is relatively very small, and any attempt to remedy the injustice would raise such strife that no serious attempt is likely to be made to heal the trouble.‡

Some injustice done to Roman Catholic population, but this is inevitable.

And this "injustice" is after all not so monstrous as it is sometimes represented. The principle on which the State acts in supplying education at public cost is precisely the same as that on which it supplies free libraries or parks—it is a provision for the general good of the community, which any individual may use or decline to use as he pleases: he is taxed in support of this provision not, in the first instance, because he is a parent, but because he is a citizen. He may, from various motives (religious

* And it must be observed that the Roman Catholics only plead for "separate schools" for young children. They have no objection to sending their boys and girls to be taught with heretics in the high schools. They definitely declare that they do not desire to keep their children away from the high schools, so long as they can influence the young mind up to 12 years of age they are satisfied.

† It is only a certain section, even of the Roman Catholic population, who feel this injustice, and who desire to keep their children separate from the rest of the population. In Ontario, at the last census, out of 90,000 Roman Catholic children, only 30,000 were in separate schools, although the Dominion law gives them the right, which is desired by some in England, of claiming both local rates and State aid for separate schools. I have no figures, probably none are to be had, for the United States, but I am told that the more liberal minded among the Roman Catholics support the public school system.

‡ Besides the Roman Catholics there are, in one or two districts of the West, colonies of Lutheran Germans alien to the American Commonwealth alike in language and religion. Here also the injustice is felt, but the injustice would be still greater to the State, as a whole, if these colonies were allowed to establish themselves as an alien population, apart from the rest of their State in blood and in speech.

or other) prefer to patronize private schools or private libraries —and he cannot on that account complain of having to pay twice over for these matters: when once the community has determined that its welfare depends upon adopting public provision for education and culture, it is idle for malcontents to complain of injustice; their only resource is to attack the socialistic basis on which the community is acting. Now, in America, this attack cannot possibly succeed, because the belief in public education as a part of civic duty is so firmly implanted; the Roman Catholics in certain parts of America have, therefore, hoped, like a certain section of "the Church" party in England to secure a share of the public taxes. But their hope is vain; for the public taxes are raised for public purposes, not for the encouragement of private enterprises, even though these enterprises have high religious aims.

The injustice, however, is felt and cannot be denied in the case of Roman Catholic parents who are poor and who cannot establish private schools suited to their religious opinions; the remedy, such as it is, can only be found in the zeal of the Roman Catholic community, whose wealthier members enable the clergy and the sisterhoods to maintain parochial schools. The upholders of the public schools usually admit and regret this injustice to the poorer section of the Roman Catholics, but they see no means of remedy which would not be worse than the disease; for they cannot permit public money raised solely for the purposes of education to be expended by clergy who are devoted, not to education, but to religious propagandism.

The situation in Canada.

In Canada, by the original Statutes of the Confederation, the Catholics have obtained the right to establish State-aided separate schools, and in consequence, the politics of Canada have never been free from bitter sectarian strife.

Since the example of Canada is being quoted just now in England, it should be understood that the separate-school system is permitted only in consequence of terms laid down to appease the Roman Catholics, when the Dominion was first created. The Episcopalians in Canada very seldom approve of the plan. (*See* Appendix D.)

It may, perhaps, be right in special cases, such as parts of Canada and the United States present, to permit a Roman Catholic population to establish an independent system of schools; but it would be most unfortunate and illogical to adduce the example of America as a guide to us in England, where the conditions are wholly different.

Hence, I conclude, in view of the possibility of secondary schools being established in England under public control, that the experience of America would urge us to give no support to institutions which are founded in the first instance to serve a denominational purpose. And it would also point to the wisdom of permitting the parents in each locality to decide whether they will prefer their children to receive unsectarian religious instruction, and, what is of more importance, the silent training in

habits of reverence and worship obtained by the assembly of the school for simple worship at the beginning of the school day. If, however, such an arrangement leads to strife, it would be wiser to end the controversy by excluding religious instruction entirely from the school, leaving it, as in America, to the family and the church.

Instruction in citizenship.

§ 28. The responsibility of the school with regard to training in citizenship is now for the first time being discussed in England, and I refer to it here because it seems clear that the assumption by the State of complete authority over the school leads directly to the demand by the State that the teacher shall train his children in patriotism.

In the hands of a wise teacher, who sincerely cares for the welfare of his country, such instruction may be valuable, and I believe that in Germany it has proved a distinct aid in the development of true citizenship. But here again it is important to distinguish aims and methods. The school can attempt—

Various methods employed to achieve the aim.

(1.) To give positive knowlege in national history, which shall serve as a basis for interest in the national welfare in later years.

(2.) To give formal lessons in civics, *i.e.*, in the facts relating to local and imperial government.

(3.) To assist children to realise their relation to their country by seizing hold of the opportunity presented by great national events and days, celebrating them appropriately and explaining their significance.

(4.) By so organizing the corporate life of a school society (mainly *outside of the class-room*), so as to develop in a child the habits and ideas of *esprit de corps*, of public spirit and devotion to the common interests of the society; thus the children are prepared in the microcosm of the school to play a greater part hereafter in the civic community.

Now, of these four methods, the last has been employed most successfully in English "public schools" (I use the term in our English sense). Perhaps the most distinctive contribution to pedagogy which England can offer is the methods of discipline and training exhibited in good English boarding schools. The second is almost unknown in England or Germany, but forms a distinct part of the curriculum in French and in many American schools. I very much question its value for the purpose in view, for it is doubtful whether the body of facts relating to local government are suitable for children to understand; at any rate, they would need very careful handling in order to prove of real educational value. We have here the same danger of error that is seen in those who advocate formal instruction in temperance and hygiene, or in dogmatic Christianity; the intention is worthy, but the means are not likely to achieve the end in view; the lessons on these subjects will not be long remembered.

unless they are really suitable to the child's understanding and adapted to his present mental needs and interests.

The third method is employed in Germany with excellent success, as I have often witnessed, by teachers who are themselves patriotic, and understand how to touch the imagination and the hearts of children. I am told that in America such celebrations are also valued in the schools; but, if a tree is known by its fruit, one cannot take a high estimate of the civic instruction imparted by American teachers. The same rule must apply here as in every branch of instruction—the teaching depends upon the teacher; he who teaches patriotism out of a book, according to the order of a school board, without himself feeling the right motive and interest, will do harm to his children. New York teachers, if they earn their salary by the favour of Tammany Hall, can scarcely be expected to train the future inhabitants of that great city in habits of patriotism and public service.

I believe that all four methods, if employed with judgment and by teachers of experience, will help children to realise their duty and their privileges towards their mother country. It is evidently the State's concern to labour for the production of such a result; and it will be achieved, not by the publication of text-books—though these may help the cause—but by training an army of teachers who will understand their responsibility in this and in all matters which concern the character and the conduct of English children while under instruction.

I am, &c.

(Signed) J. J. FINDLAY,
Assistant Commissioner.

Toronto, November 5, 1894.

The Secretary,
Royal Commission on Secondary Education.

APPENDIX A.

SET of DOCUMENTS employed by the REGENTS of the UNIVERSITY of the STATE OF NEW YORK in inspecting and awarding GRANTS to SECONDARY SCHOOLS.

I.

ANNUAL REPORT for 189 -9 of

To the Regents of the University of the State of New York.

Laws of 1892, ch. 378, section 25.

§ 25. The regents or their committees or officers shall visit, examine into, and inspect the condition and operations of every institution and department in the University, and require of each an annual report verified by the oath of its presiding officer, and giving information concerning trustees, faculty, students, instruction, equipment, methods, and operations, with such other information and in such form as may be prescribed by the regents, who shall annually report to the legislature the condition of the University and of each of its institutions and departments, with any further information or recommendations which they shall deem it desirable to submit to the legislature; and such parts of their report as they shall deem necessary for use in advance of the annual volume may be printed by the state printer as bulletins. For refusal or continued neglect on the part of any institution in the University to make the report required by this section, or for violation of any law, the regents may suspend the charter or any of the rights and privileges of such institution.

Regents' Ordinance as to Annual Report.

Every institution of the University shall transmit its annual report to the Regents before September 1 each year. On September 1 of each year the Secretary shall report to the Executive Committee any institution of the University whose annual report for the academic year ending July 31 is not filed in the Regents' office.

Read these Instructions carefully before filling this Blank.

1. Use perfectly legible figures, not words, for all dates, amounts, numbers, &c.

2. When the report makes two items of something which your records combine, *e.g.*, room, rent, and board, estimate as nearly as possible the division between the two; for if you merely bracket the items and give the total, it distorts both columns in the summary for the whole State.

3. When questions do not apply or cannot be answered definitely, do not leave a blank, but make clear by the following marks that answer are intentionally, not accidentally, omitted:—

—— drawn through heading means "does not exist in this institution."

O in place of answer means "none this year." **?** in place of answer means "fact unknown."

? preceding an answer means "probably" or "approximately"; *e.g.*, **?** 324 means "to the best of our knowledge and belief, about 324."

4. Change any term used so that the report shall read exactly according to facts; *e.g.*, write "chairman" instead of "president," "first year" class instead of "freshman," &c.

5. If there is insufficient space for any part of the report, complete it on the sheets of uniform size sent herewith and insert in proper place. This size must be used for binding.

6. For the comparative tables all reports should cover exactly the same academic year; but if it is not practicable to give the facts for July 31, institutions may give them for their own date, clearly indicating the change whenever July 31 is printed in this blank.

7. "Trustees" as used in this report means the governing body, by whatever name known.

8. Reference to any item must be made by the number of the head under which that item is given.

University of the State of New York.

The trustees of make the following report to the Regents of the University for the year ending July 31, 189 :—

Days actually in session during past year .

1. Trustees.

Officers, August 1, 189 .

President .
Treasurer .
Secretary .

Changes in Trustees.

Vacancies occurring between Aug. 1, 189 *and Aug.* 1, 189 .

Name.	Cause. Write "Term expired," "Died," "Resigned," or "Seat declared vacant," as case may be.	Date.

Appointments made between Aug. 1, 189 *and Aug.* 1, 189 .

Name with Academic Degrees, and where obtained.	Residence.	Date.

No. in full board of trustees . No. of present vacancies .

2. Faculty.

Officers, August 1, 189 .

Cancel any title not used, and add any not given that are used.

Principal .
Vice-Principal .
Preceptress .
Secretary .

There are men and women on the academic faculty. men and women are teaching as a permanent profession, and men and women are teaching temporarily.

Changes in faculty include each instructor, even if he has no vote in faculty meeting.

Vacancies occurring between Aug. 1, 189 *and Aug.* 1, 189 .

Name.	Cause. Write "Term expired," "Died," "Resigned," or "Seat declared vacant," as case may be.	Date.

Appointments made between Aug. 1, 189 , *and Aug.* 1, 189 .

* Name with Academic Degrees, and where obtained.	Subjects taught.	Years spent in Teaching.	Date of Election to Present Position.

* Give for those who do not hold any academic degree the institution where their education was completed.

3. Students.

Number and classification of students taking academic studies during past year.

	Total for Year.			By Term.					By Residence.				
	Pupils not holding Preliminary or 30-count Certificates but taking Higher Studies other than Physiology and Drawing.	Academic Holding Regents'.		Students attending one Week or more during					Different Individuals during entire Year.				
		* Preliminary or 30-count Certificates.	50-count or Higher Diplomas or Certificates.	First Term.	Second Term.	Third Term.	Fourth Term.	Average.	Day Scholars.	Boarders.			Total
										Local.	State.	Foreign.	
Boys													
Girls													
Total													

Not to be filled by academic departments of union schools. { This academy has also instructed in sub-academic studies boys and girls, none of whom are included in the above statistics.

College entrance:

‡ Entered college past year, boys .
„ „ „ girls .
Expecting to enter coming year, boys .
„ „ „ „ girls .

* Put in this column only those who hold a preliminary or 30-count certificate, but have not yet gained a 50-count regents' diploma or certificate.

† "Boarders" means those who leave their homes and board in or near the school. Count as "local" all who live near enough to go home over Sunday. All others from this State count as "State," and all from other States or countries count as "Foreign."

‡ Include not only members of last class, but also any former pupil who actually entered college during past year.

9. Receipts during past Year.

	$	
Tuition fees		
*Fees for teachers		
Room rent		
Board		
Other receipts from students		
Income of investments		
Gifts and bequests		
Regents' grant for credentials and attendance		
Regents' grant for books and apparatus		
Raised by trustees for books and apparatus		
Department of public instruction grant for instruction of common school teachers		
All other sources		
Total	$	

10. Expenditures during past Year.

	$	
Additions, improvement, and repairs as follows :—		
1. Grounds		
2. Buildings		
3. Furniture		
4. Apparatus		
5. Library		
6. Museum		
Salaries for instruction		
*Fees to teachers		
Salaries paid other officers and employées		
Prizes, scholarships, &c.		
Given or lent to _____ students		
Interest on debt		
Insurance		
Fuel and lights		
Printing, postage, and stationary		
All other purposes		
Total	$	

* Fees from students to teachers for regular instruction are to be counted as a receipt and expenditure even if they do not pass through the school treasury. This table should show the total amount paid by students to the school or its faculty for instruction.

10*a*. Certificate of Auditing Committee.

We hereby certify that we were duly appointed by the trustees as Auditing Committee and that we have examined in detail the preceding statement of receipts and expenditures. We find proper vouchers for all the items, and believe each payment to have been for a proper purpose and of a reasonable amount.

(Signed) _____
_____ } *Auditing Committee.*

The committee must fill the above blank and each member must sign both original report and duplicate.

11. Additional Information.

Here insert statements regarding changes in organisation, brief descriptions of new buildings, increased facilities for instruction, and any benefactions announced but not received, with names of givers and amount, object and conditions of each gift, together with any other information to be included in the summary of the progress of each school as printed in the regents' report to the legislature.

12. Affidavit of Presiding Officer.

By the laws of 1892, ch. 378, sec. 25, the annual report of every institution must be "verified by the oath of its presiding officer," which term may mean either the president of the institution or the chairman of its trustees. It is very desirable that the report be read and approved by the trustees, but if this can not be done in time to send the report to the regents before September 1, it should be sent as soon as authenticated by the presiding officer, and read to the trustees afterward.

STATE OF NEW YORK }
COUNTY OF } ss

in said county, being duly sworn, deposes and says that he is the presiding officer of that the foregoing report has been prepared in accordance with the instructions of the regents of the University, and that the statements therein he verily believes to be in all respects true, and than an exact copy of this report has been filed with the permanent records of the institution.

President of

Subscribed and sworn
before me 189 .

(*Cancel one title.*)

Notary Public.
Justice of the Peace.

II.

University of the State of New York.

PRINCIPAL'S SCHEDULE to accompany the trustees' report of for the year ending July 31, 1893.

AFFIDAVIT.*

STATE OF NEW YORK }
COUNTY OF } ss.

of in said county, being duly sworn, deposes and says that he was principal of during the academic year ending July 31, 1893, and that all entries made in the following schedule as to names, ages, times, and places of completing regent's preliminary examinations, periods of attendance, subjects taught with the total number of exercises in each, text-books used and parts studied, are true to the best of his knowledge and belief.

Subscribed and sworn
before me , 1893 Principal.

(*Cancel one title.*)

Notary Public.
Justice of the Peace.

DIRECTIONS.

1. No scholar can be included in this schedule who has not, during the year ending July 31, 1893, attended the regular school exercises one day or more after having passed all the preliminary examinations, or after having gained a 30-count certificate.

2. Make a strictly alphabetic list of all boys, followed by a similar list of all girls, entitled to be included in this schedule. Number all the names as a single list. Additional sheets will be sent if needed.

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* In any extraordinary necessity,—*e.g.* the death of the principal—this schedule may be prepared, and the affidavit executed by a teacher or trustee. In such case, state the cause in special affidavit, and also the sources from which a knowledge of the facts herein is derived. If there have been two or more principals during the year, each should make affidavit relative to his own part of the schedule.

3. To fill the "summary of instruction."

a. Give for the grammar of each language the facts for the edition most used in your school for the entire course, and not for first year only.

b. Give for "total exercises" the product obtained by multiplying the number of exercises actually given per week on each subject by the number of weeks during which that subject was taught. Indicate by **O** every case where no instruction was given.

c. Under head "text-books used" give author, or in case of texts, editor, not publisher.

d. Under "other subjects" put all, not in the printed list, in which instruction was given during past year.

e. If more than one class has pursued the same subject, enter each additional class under "additional classes."

Principal's Schedule of the for 1892–93.

No.	Names of Academic Students. Give Christian Name in Full.	Age at Nearest Birthday.	Month and Year when Preliminary Examinations were completed, with Name of School if completed elsewhere.	Total Days Attendance as an Academic Student in this School during past Year.
1				
2				
3, &c.				

SUMMARY of INSTRUCTION actually given in past school year.

Subjects.	Total Exercises.	Text-Books used.		Pages of Text-Books studied.			
		Author or Editor.	Title of Book.	First Term.	Second Term.	Third Term.	Fourth Term.
Group 1.							
1. Reading - -							
2. Writing - -							
3. Spelling - -							
4. English, elem. - -							
4a. English, adv. - -							
5. English, comp. -							
6. Rhetoric - -							
7. English lit. - -							
8. American lit. - -							
9. Course in Eng. reading							
G1. German, 1st year -							
Gg. German grammar -							
G2. German, 2nd year -							
G3. German, 3rd year -							
F1. French, 1st year -							
Fg. French grammar -							
F2. French, 2nd year -							
F3. French, 3rd year -							
L1. Latin, 1st year -							
Lg. Latin grammar -							
L2. Cæsar's Com. -							
L3. Sallust's Catiline -							
L4. Cicero's Orations -							

SUMMARY OF INSTRUCTION actually given in past school year—*continued.*

Subjects.	Total Exercises.	Text-Books used.		Pages of Text-Books studied.			
		Author or Editor.	Title of Book.	First Term.	Second Term.	Third Term.	Fourth Term.
L5. Ovid's Metamorphoses.							
L6. Virgil's Æneid							
L7. Virgil's Eclogues							
L8. Latin comp.							
Gk1. Greek, 1st year							
Gkg. Greek grammar							
Gk2. Xenophon's Anab.							
Gk3. Homer's Iliad							
Gk4. Greek comp.							
Group 2.							
21. Arithmetic							
21a. Arithmetic adv.							
22. Algebra							
22a. Algebra, adv.							
23. Plane geometry							
24. Solid geometry							
25. Plane trigonometry							
Group 3.							
31. Astronomy							
32. Physics							
32a. Physics, adv.							
33. Chemistry							
33a. Chemistry, adv.							
34. Geology							
35. Physical geography							
36. Botany							
37. Zoology							
38. Physiology and hygiene.							
Group 4.							
41. Geography							
42. General history							
43. Greek history							
44. Roman history							
45. English history							
46. U.S. history							
46s. N.Y. history							
47. Civics							
48. Economics							
Group 5.							
51. Psychology							
52. Ethics							
525. Stenography							
53. Book-keeping							
54. Drawing							
54a. Drawing, adv.							
* Other subjects							
Additional classes in subjects printed above.							

* Including any of the special courses in literature mentioned in Supplement 2 of the Academic Syllabus.

III.

University of the State of New York.

Report on
by

Inspector.

Purposes of Inspection.

To ascertain whether the institution is provided with suitable grounds, buildings, equipment, and teaching force.
To ascertain if the work done is creditable in quality and scope.
To aid in correcting observed defects by friendly criticism and suggestion.
To enable each school to profit by the experience of others whose methods have been found most successful.
To secure from the teachers suggestions which may be of service to the university in its aim to keep in sympathetic touch with all its institutions.
Date and duration of visit
Exercises attended

1. Grounds.
   - *a.* Location.
   - *b.* Extent.
   - *c.* Condition as to—
     - Drainage.
     - Shade.
     - Shrubs and plants.
   - *d.* Cared for by whom.
   - *e.* Flag staff pole.

2. Buildings.
   - *a.* Number and size:—
     - Wood.
     - Stone.
     - Brick.
   - *b.* Special features:—
     - Dormitory.
     - Auditorium or chapel.
     - Gymnasium.
     - Laboratory.
   - *c.* Closets.
   - *d.* Academic rooms (for floor plans and dimensions see page).
     - Study hall.
     - Class rooms.
     - No. of sittings.
     - Cu. ft. per pupil.
     - Floor space per pupil.
     - Light.
     - System of heating.
     - System of ventilation.
     - Furniture.
     - Decorations:—
       - Plants.
       - Busts.
       - Maps.
       - Pictures.
       - Statuary.
       - Charts.

3. Library.
   - *a.* Where kept.
   - *b.* Condition.
   - *c.* No. volumes.
   - *d.* Periodicals now taken.
   - *e.* Total value.
   - *f.* Class of books:—
     - General.
     - Philosophy.
     - Religion.
     - Sociology:—
       - Economics.
       - Education.
       - Gov. doc.
     - Philology.
     - Science.
     - Useful arts.
     - Fine arts.
     - Literature:—
       - Poetry.
       - Fiction.
       - Prose.
       - History.
       - Geography and travels.
       - Biography.
       - Text books.
   - *g.* Provisions for additions.
   - *h.* System of classifying and cataloguing.
   - *i.* When open.
   - *j.* No. of books drawn.
   - *k.* Character of books drawn.
   - *l.* Courses of reading planned for pupils.
   - *m.* Public library; to what extent patronised by pupils.
   - *n.* Effort made to encourage pupils to form private libraries.
   - *o.* Bulletins from Regents' office:—
     - Where kept.
     - Missing Nos.

4. Apparatus:—
   a. Where kept.
   b. Condition.
   c. Value.
   d. Character.
   e. Maps, charts, globes.
   f. Facilities for individual work by pupils.
   g. Services of inspector of apparatus not needed.
5. Teachers.
   a. Principal:—
      Where educated.
      Taught how long.
      Salary.
   b. Teachers doing academic work:—
      Men.
      Women.
   c. Required qualifications.
   d. Faculty meetings:—
      Held how often.
      Character.
6. Pupils.
   a. Population of district.
   b. Children of school age.
      1. Total attendance in all grades.
      2. In academic department.
      3. Holding preliminary certificate.
   c. Requirements for entrance to academic department.
   d. Requirement for graduating.
      1. Academic or classical diploma.
      2. Count certificate.
      3. Standard adopte by board of education without reference to Regents credentials.
   e. No. that enter college.
   f. No. that enter professional schools.
   g. Success of graduates in after life.
7. Courses of study.
   a. Time given to English.
   b. Status of Greek.
   c. Status of Latin.
   d.
   e. No. recitations per week.
   f. Provisions for physical training.
8. Student organisations.
   a. Literary.
   b. Social.
   c. Athletics.
9. Opinions of teachers.
   a. Examinations.
   b. Syllabus.
   c. Suggestions.
10. General remarks.
   a. Discipline.
   b. Character of work done

Notes.

APPENDIX B.

SET of DOCUMENTS from the OFFICE of the EDUCATION DEPARTMENT, TORONTO, relating to the INSPECTION of HIGH SCHOOLS and COLLEGIATE INSTITUTES.

Toronto, 189'.

DEAR SIR,

IN order to facilitate the inspection of your school, be so kind as to fill in at your earliest convenience the enclosed forms, and to have ready for inspection the drawing-books and book-keeping sets presented at the last primary examination and the catalogue of the library, apparatus, maps, and gymnasium equipment. Please, also, have ready for my use, a copy of the time-table of each teacher, and a special copy of your general time-table, showing the work of each form.

I propose to pay my annual visit of inspection during the current half-year; and as I am directed to report on the ordinary condition of your school, I shall feel obliged by your notifying me immediately to the above address, should anything be likely to interfere, before inspection, with your usual routine.

Yours truly,

High School Inspector.

Principal, High School (or Collegiate Institute).

II.

To be filled in by the Principal on receipt and retained by him until the Inspector's visit.

HIGH SCHOOL INSPECTOR'S ANNUAL REPORT, 189 .

High School or Collegiate Institute at

I. *Staff.*

Names of Teachers.	*Qualifications.	†High and Public School Experience.	Date of Appointment.	Salary.	Subjects taught. (To be fully detailed.)
	(1) - (2) -				
	(1) - (2) -				

II. *University Standing, in Honours,‡ of Teachers appointed since last Inspection.*

III. *Attendance.*

Statement to be based upon the Attendance for the current Half-year.

	Form I.	Form II.§	Form III.	Form IV.
1. English department - -				
2. Mathematical - -				
3. Chemistry - - -				
4. Science option - -				
5. Latin - - -				
6. Greek - - - -				
7. French - - -				
8. German - - -				
9. Commercial - - -				
10. Vocal music - - -				
11. Drawing - - -				
12. Drill, calisthenics, gymnastics				
13. Total regularly admitted boys				
14. „ „ „ girls				
15. „ provisionally admitted -				
16. „ from high school district				
17. „ county - - -				
18. „ other counties - -				

IV. *Names of Pupils provisionally admitted, with reasons for Admission.*

V. *Fees per year:* Residents of District, $; County pupils, $; Non-residents, $.

VI. *Names of Text-books, not in the Authorised List, used by Pupils of Form IV.*

VII. *Changes in Accommodation since last visit of Inspection.*

* Give (1) non-professional standing (in the case of university men, name the university); and (2) date of professional certificate, indicating whether ordinary or specialists.

† State separately.

‡ Give the grade of honours obtained in each department in each year of the university course.

§ Insert here the number in the form preparing for the next preliminary examination.

VIII. *Analysis of Time-table.*

Please fill in the number of times a week each subject is taken up in each sub-division of the Departmental Forms, noting where subjects are taken together, and where there is a difference in the length of the lesson spaces.

Length of lesson spaces

Name of Subdivision of Form.	Form I.								Form	Form III.	Form IV.
English:											
Grammar											
Rhetoric and composition											
Essays											
Literature											
Supplementary reading											
History											
Geography											
Reading											
Dictation											
Mathematics:											
Arithmetic											
Algebra											
Euclid											
Trigonometry											
French:											
Grammar, composition, and conversation.											
Authors											
German:											
Grammar, composition, and conversation.											
Authors											
Latin:											
Grammar and composition.											
Authors											
Greek:											
Grammar and composition.											
Authors											
Science:											
Botany											
Physics											
Chemistry											
Zoology											
Commercial:											
Writing											
Book-keeping											
Stenography											
Drawing											
Physical Education:											
Drill and calisthenics											
Gymnastics											
Average attendance in Subdivision.											

IX.

NOTE.—The grading of each department is based upon the inspector's estimate of, first and chiefly, the ability of the teacher or teachers; and, secondly, the organisation; in the case of science, the equipment and accommodations are also taken into account. For Grade I. the following are indispensable: in English, supplementary reading in English literature; in mathematics, provision for mental arithmetic; in science, practical work by the pupils in each sub-department; in classics, attention to pronunciation, and practice in sight-translation; in French and German, attention to pronunciation and conversation, and practice in sight-translation; and in the commercial department, stenography.

Provision in each form for—

(1.) Sight-work in classics and French and German.
(2.) Conversation in French and German.
(3.) Mental arithmetic.
(4.) Supplementary reading in English literature.

Certified correct.

18 . Principal.

(Form 87.)

I.

HIGH SCHOOL INSPECTOR'S ANNUAL REPORT, 189 .

High School (or Collegiate Institute) at .

I. *Accommodations.*

Any improvements made in the accommodations and reported to the Department before the thirty-first day of December next will be taken into account in the ensuing distribution of the high school grant.

1. Waterclosets .	6. Halls .	10. Desks .
2. Water supply .	7. Waiting rooms .	11. Blackboards .
3. School grounds .	8. Cap rooms .	12. Lighting .
4. School buildings .	9. Teachers' private rooms .	13. Heating .
5. Class-rooms .		14. Ventilation .

II. *Equipment.*

Any additions made to the equipment and reported to the Department before the thirty-first day of December next will be taken into account in the ensuing distribution of the high school grant.

——	Library.	Apparatus.	Maps, Globes, &c.	Gymnasium and Equipment.	
	$	$	$	$	$
Value at date of last inspection.					
Value of additions made since.					
Present value - -					

III. *Organisation.*

1. Subjects on the programme not taught:
2. Provisions made for teaching:
   (*a.*) Writing:
   (*b.*) Reading:
   (*c.*) Drill, calisthenics, and gymnastics:
   (*d.*) Other subjects:
3. Division of duties among teachers:
4. Ratio of pupils to teachers:

IV. *Character of the Teaching.*

The grading under each head ranges as follows:—I.—Good; II.—Fair; III.—Poor; and IV.—Bad.

The grading of each department is based upon the inspector's estimate of, first and chiefly, the ability of the teacher or teachers; and secondly, the organisation: in the case of science, the equipment and accommodations are also taken into account. For Grade I., the following are indispensable, in English, supplementary reading in English literature; in science, practical work by the pupils in each sub-department; in classics, practice in sight-translation; in French and German, attention to pronunciation and conversation and practice in sight-translation; in the commercial department, stenography.

1. English ;
2. Mathematics ;
3. Science ;
4. Classics ;
5. French and German ;
6. Commercial ;
7. Drawing ;
8. Reading ;
9. Drill, Calisthenics, and Gymnastics ;

V. *Miscellaneous.*

1. Staff:
2. Discipline:
3. Attendance:
4. Text-books:
5. Registers: Daily ; General ;
6. Supplementary Reading in English literature:
7. Character of the pupil's work in Forms I. and II. in
   (*a.*) Reading:
   (1.) Last class of entrants: Of examined, are good; fair; poor; and bad.
   (2.) Other pupils: Of examined, are good; fair; poor; and bad.
   (*b.*) Writing:
   (1.) Last class of entrants: General character of work ;
   (2.) Other pupils: General character of work ;

Primary examination, June 189 .

(*a.*) Book-keeping: Amount ; Standard :
(*b.*) Drawing: Amount ; Standard ;
(*c.*) Reading: General character ;

IX. *General Remarks.*

Date of Inspection 189 .

APPENDIX C.

PREPARATION of COLLEGE STUDENTS in the UNITED STATES

Number of colleges and collegiate departments of universities, reporting 213.
Number of freshmen, 8,273.
Prepared in preparatory departments of colleges, 39·28 per cent.
Prepared in private secondary schools, 21·59 per cent.
Prepared in public high schools, 36·26 per cent.
Prepared by private study, 2·87 per cent.

(*See* p. 375.)

APPENDIX D.

Religion and the State School System in Upper Canada.

(From "The Educational System of the Province of Ontario," prepared for the Columbian Exhibition by John Millar, B.A., Deputy Minister of Education, printed for the Education Department, Toronto, 1892-93.)

Its Relations to Churches.

There is no established church in Ontario or connexion between Church and State. The constitution gives the Province control of its educational affairs, and the great majority of the people believe that schools and colleges should be non-denominational. No religious body has any voice in the management of the high and public schools, or the university. These institutions are, however, far from being "godless" or irreligious. Though not religious, they are institutions of a Christian people. The doctrines of no church are taught, but the principles of Christianity form an essential feature of the daily exercises. The teachers are, with very rare exceptions, men and women of high moral character. The co-operation of the clergy of all denominations in educational gatherings is quite common, and recognition of religion is fully shown in the following regulations which have been prescribed by the Education Department:—

(1.) Every public and high school shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorised by the Department of Education.

(2.) The Scriptures shall be read daily and systematically without comment or explanation, and the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the trustees, by resolution, may direct.

(3.) Trustees may also order the reading of the Bible or the authorised Scripture selections by both pupils and teachers at the opening and the closing of the school, and the repeating of the Ten Commandments at least once a week.

(4.) No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religion exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

(5.) If in virtue of the right to be absent from the religious exercises, any pupil does not enter the school-room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

(6.) When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the trustees to that effect in writing; and it shall be the duty of the trustees to make such provision in the premises as they may deem expedient.

(7.) The clergy of any denomination, or their authorised representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the board of trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination at the time above stated. But it shall be lawful for the board of trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorised representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school. Emblems of a denominational character shall not be exhibited in a public school during regular school hours.

The Imperial statute, called the British North America Act, which united the provinces forming the Dominion of Canada, guaranteed certain educational privileges to the Roman Catholic citizens of Ontario. The

Separate Schools Act, as it is termed, enables Protestants, as well as Roman Catholics, to establish, under certain conditions, schools for themselves. In these schools, in addition to the ordinary course of study for public schools, religious exercises are taken up under the direction of the trustees. The Education Department has not the same authority under the statute over Roman Catholic separate schools as it has over the public schools. Yet in the main features, such as the qualification of teachers, excepting those in religious orders, the selection of text-books, except those required for religious exercises, the authority of the Department may be said to be the same. There is no provision in the constitution allowing the establishment of separate high schools, and any private or denominational institutions of this kind which have been established receive no legislative aid, nor are their supporters exempted from taxation for the national schools. The Roman Catholics have shown as little disposition as the Protestants to establish denominational schools for Secondary Education, and the verdict of all classes appears to be that religious convictions are not interfered with, and that Christian principles are strengthened by attendance at the high schools and collegiate institutes. A few church schools have been opened for boys and several ladies' colleges have been established by different denominations. The course of study in these institutions is, in many respects, similar to that in the high schools, and the students frequently write at the same university and departmental examinations.

APPENDIX E.

EXTRACT from "MANUAL TRAINING and INDUSTRIAL EDUCATION" a REPORT presented to the SENATE and HOUSE OF REPRESENTATIVES OF MASSACHUSETTS by a COMMISSION appointed by His Excellency Governor W. E. RUSSELL in 1891 (Boston, Wright, and Potter, State Printers, 18, Post Office Square, 1893).

Recommendations.

We respectfully submit the following recommendations:—

1. That the principles and practice of the kindergarten be taught in the normal schools.

2. That the principles and practice of manual training, so far as applicable in the primary and grammar schools, be taught in the normal schools.

3. That the principles and practice of domestic science be taught in the normal schools.

4. That high schools, in which a course in the mechanic arts, approved by the Board of Education, shall be taught to boys, be established and maintained in all cities having a population of 20,000 or more.

5. That high schools, in which a course in domestic science, including sewing and cooking, approved by the Board of Education, shall be taught to girls, be established and maintained in all cities having a population of 20,000 or more.

6. Any city or town which, though not required so to do by law, shall nevertheless establish one or more schools for manual training or industrial education, open to boys or girls of 14 or more years of age, and with courses of study and exercises approved by the Board of Education, shall receive from the State treasury an amount of money equal to the amount speci cally appropriated by such city or town for the support of such school or schools in each and every year, provided the amount paid out from the State treasury to any one city or town in any one year shall not exceed $5,000.

7. That the State make provision for the training of teachers of the mechanic arts, by establishing at the Massachusetts Institute of Technology or at the Worcester Polytechnic Institute, or at both these institutions, State scholarships open to such young men as, being otherwise well qualified, shall promise to become, after their course of training, teachers in the public schools of this State.

8. That the duty of advising with and aiding school committees of towns and cities in relation to the introduction of kindergarten instruction into the public schools be made the special duty of an agent of the Board of Education.

9. That the Board of Education be by law required to appoint an agent whose special duty shall be to advise and aid in the introduction of manual training and industrial education into the public schools, and to visit and report upon all schools in which such training and education are carried on.

LOUISA PARSONS HOPKINS.
EDWIN P. SEAVER.
GEO. E. MCNEILL.

APPENDIX F.

Among other papers consulted have been the following:—

1. Annual Reports from City and State Boards:—

The Educational System of the Province of Ontario, by John Millar, B.A., Deputy Minister of Education. Toronto: The Education Department, 1893.
Report of the Minister of Education, Ontario, 1893.
Massachusetts Board of Education, 1892–93. Boston.
Regents' Bulletins, University of State of New York, Albany:—No. 11, Organisation of University; No. 24, Examination Department; No. 25, Secretary's Report, 1894; No. 26, High Schools and the State.
City of Cambridge Annual Report, 1892. Cambridge.
Superintendent's Annual Report, State of New Jersey, 1893. Trenton, N.Y.
Annual Report of Minister of Education, Ontario, 1893. Toronto, Can.
Annual Report of Secretary of Board of Education, Boston, 1892. Boston, Mass.
Annual Report, Brookline, Mass., 1892; with other papers issued by the Superintendent.
Biennial Report, State of Minnesota, 1891–92.
Report of Inspector of High Schools, Minnesota, 1893.

2. Regulations and Laws, City and State:—

Statutes and Regulations, Public and High Schools, Ontario. Education Department, Toronto, 1891.
University of the State of New York. Regents' Office, Albany, N.Y.
School Laws, Michigan, 1893.
Statutes and Regulations, Ontario, 1891. Toronto.
Statutes of Massachusetts, 1892. Boston, Mass.
Regulations, City of Boston, 1893. Boston, Mass.
Manual of the High School Board, 1894. State of Minnesota.

3. Documents issued from the Bureau of Education:—

Annual Reports, 1889–92. Government Printing Office, Washington.
Federal and State Aid to Higher Education, by Frank W. Blackmar, Ph.D. 1890.
Promotions and Examinations in Graded Schools, by Emerson E. White, LL.D. 1891.
Department of Superintendence of the National Educational Association. 1888.
Report of the Committee on Secondary School Studies, 1893 (commonly called The Committee of Ten).

4. Papers relating to the Higher Training of Teachers:—

Harvard University:—
(1.) Science Course for Teachers.
(2.) Courses in Education and Teaching.
Catalogue of the Teachers' College, and Horace Mann Practising School, 1894–95. New York.
Catalogue of the State Normal School, Bridgewater, Mass., 1894. Boston.
Catalogue of the State Normal School, West Chester, Pa.
Annual Report of the Normal College, New York.
Calendar of the University of Michigan, 1893–94.
Calendar of the University of Toronto, 1894–95. Toronto.
Catalogue of the University of Minnesota, 1894.
University of City of New York. Prospectus of the School of Pedagogy, 1894.
The Professional Preparation of Secondary Teachers in the United States, by Fred. Atkinson. Leipzig, Breitkopff u. Haertel. 1893.
Provincial School of Pedagogy, Ontario: Departmental Regulations, September 1894.

5. Papers on Manual and Physical Training:—

Report of Director of Physical Training. Boston.
Catalogue of the Public Industrial Arts Schools. Philadelphia.
Manual Training and Industrial Education, 1893. Boston.
(Report to the Senate and the House of Representatives of Massachusetts.)
Manual Training: An Address by Prof. Nicholas Murray Butler, President of the New York Teachers' College.

6. Miscellaneous pamphlets:—

The Schools of England and Germany, by the Hon. G. W. Ross, Minister of Education for the Province of Ontario.
The Present and Future of Harvard College, by Prof. W. W Goodwin, Boston, U.S.A.: Ewin and Co. 1891.
The New England Association of Colleges and Preparatory* Schools, 1887–92. (Various papers on Admission to College, &c.)
The Relation of the State to Education in England and America, by Prof. Isaac Sharpless, Haverford College. Philadelphia: American Academy of Political and Social Science, No. 87.
United States History and Civil Government: A Syllabus of Instructions, by Dr. Macalister, President of the Drexel Institute, formerly Superintendent of Schools. Philadelphia.
Catalogue of Pedagogic Library for the use of the Teachers of Philadelphia, by the same.

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* *i.e.*, Secondary Schools.

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